



Iffley Academy

Intimate Care Policy

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SLT Lead	J Court



Intimate Care Policy

Policy Statement

At Iffley Academy, we are committed to safeguarding and promoting the welfare, dignity, independence and wellbeing of all students.

We recognise that meeting a student's intimate care needs is an essential part of safeguarding and supporting access to education. We believe that all students have the right to be treated with dignity, respect and compassion and to receive care that promotes their wellbeing, confidence and independence.

This policy reflects our school purpose:

To educate, inspire and celebrate our students so they are able to reach their full potential: as active citizens within a community; as resilient and successful learners; as valued employees; and as confident and independent individuals.

We recognise that all students are unique individuals with their own strengths, needs, aspirations, preferences and ways of communicating. Intimate care will therefore always be delivered in a manner that is person-centred, respectful and responsive to individual need.

As a restorative school, we place relationships at the heart of our practice. We believe that trust, communication and mutual respect are essential in supporting students with intimate care needs. Staff will work collaboratively with students, families and professionals to ensure that care is provided safely, consistently and sensitively.

The welfare of the child is paramount. All adults working within the school community share responsibility for safeguarding children and young people and for creating an environment where students feel safe, valued and respected.

This policy aims to:

- Safeguard and promote the welfare of students.
- Protect students' rights to dignity, privacy and respect.
- Support students to develop independence and self-care skills wherever possible.
- Ensure intimate care is provided safely, consistently and in accordance with statutory guidance.
- Promote positive relationships between students, families and staff.
- Provide clear guidance for staff undertaking intimate care responsibilities.
- Protect both students and staff through safe working practices.
- Ensure equality of access and opportunity for all students.

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Behaviour and Relationships Policy
- Supporting Students with Medical Conditions Policy
- SEND Policy
- Health and Safety Policy



- Whistleblowing Policy
- Attendance Policy
- Equality Information and Objectives

The Governing Body is committed to ensuring that all staff responsible for intimate care undertake their duties professionally, safely and respectfully at all times. We recognise that staff involved in intimate care are placed in positions of trust and must always act in the best interests of the child.

The school is committed to ensuring that all intimate care practice reflects our core values of:

- Respect
- Confidence
- Responsibility
- Reflection
- Resilience
- Individuality

These values underpin every aspect of our work and support students to become active members of their communities, confident communicators and increasingly independent young people.

1. Legislative Framework and Key Principles

The Governing Body is committed to ensuring that all students receive intimate care in a safe, respectful, dignified and child-centred manner. The school will fulfil its responsibilities in accordance with current legislation, statutory guidance and local authority procedures.

This policy has been developed with reference to:

- Children Act 1989
- Children Act 2004
- Education Act 2002
- Equality Act 2010
- Human Rights Act 1998
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (current edition)
- SEND Code of Practice
- Supporting Pupils with Medical Conditions at School
- Oxfordshire Safeguarding Children Partnership procedures and guidance
- Oxfordshire County Council Intimate Care Guidance

The Governing Body recognises its duty under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children and young people.

The school recognises that all adults working within the school community, including staff, governors, volunteers, contractors and visiting professionals, have a full and active role to play in protecting students from harm. The welfare of the child remains paramount at all times.

Meeting a student's intimate care needs is an important aspect of safeguarding. Students who require support with intimate care may be particularly vulnerable due to their age, communication needs, disabilities, medical conditions or additional needs. The school therefore places great importance on ensuring that intimate care is delivered safely, respectfully and consistently.



The Governing Body recognises its responsibilities under the Equality Act 2010 and is committed to ensuring that no student experiences discrimination because of disability, special educational needs, medical needs, gender, race, religion, culture, sexual orientation or family circumstances.

All staff involved in intimate care are expected to uphold the highest standards of professionalism and understand that they occupy positions of trust. The school is committed to ensuring that intimate care arrangements safeguard both students and staff.

Where students require support with intimate care, staff will work in close partnership with parents, carers and relevant professionals to ensure consistency of care and the promotion of student wellbeing, dignity and independence.

Where appropriate, intimate care arrangements will be reflected within Education, Health and Care Plans (EHCPs), Individual Healthcare Plans, Risk Assessments and Personal Care Plans.

All staff undertaking intimate care responsibilities will receive appropriate training and support relevant to the needs of the students they support.

In line with safer recruitment requirements and Keeping Children Safe in Education, staff carrying out intimate or personal care duties must have completed all appropriate safeguarding checks, including an Enhanced Disclosure and Barring Service (DBS) check with barred list information.

2. Child-Centred Principles

At Iffley Academy, intimate care practice is underpinned by the belief that every student has the right to:

- Be safe.
- Be treated with dignity and respect.
- Have their privacy protected.
- Be valued as an individual.
- Have their voice heard.
- Participate in decisions about their care whenever possible.
- Communicate their wishes, feelings and preferences.
- Receive care that promotes emotional wellbeing and self-esteem.
- Access education without unnecessary barriers.
- Develop independence and self-care skills appropriate to their age and ability.
- Experience consistent approaches from adults supporting them.

In line with our restorative ethos, staff will seek to build trusting relationships with students and ensure that intimate care is delivered in a way that promotes confidence, emotional safety and positive self-image.

The school's values of Respect, Confidence, Responsibility, Reflection, Resilience and Individuality underpin all intimate care practice.

Staff will always seek to:

- Respect student dignity and personal boundaries.
- Promote confidence through positive and supportive interactions.
- Encourage responsibility and independence wherever possible.
- Reflect on practice to ensure students' needs remain central.
- Build resilience through nurturing and empowering support.

- Recognise and celebrate individuality by responding to each student's unique needs and strengths.



Through our aims of Community, Communication, Independence, Education for Life and Behaviours for Learning, we strive to ensure that intimate care supports students to become increasingly independent, confident and active participants in their own lives.

3. Definition of Intimate Care and Personal Care

Intimate care refers to any care, support or intervention which involves assisting a student with activities that are personal, sensitive or private in nature and which they would normally carry out for themselves if they were able to do so.

Some students may require support with intimate care due to age, disability, medical needs, sensory needs, communication differences, learning needs or developmental stage.

The need for intimate care should never be viewed as a barrier to participation, inclusion or access to education.

At Iffley Academy, we are committed to ensuring that students who require intimate care are supported in ways that promote dignity, independence, communication and wellbeing.

Intimate care may include, but is not limited to:

Toileting and Continence Support

- Support with toileting.
- Changing continence products.
- Cleaning and personal hygiene following toileting.
- Support following accidents involving urine or faeces.
- Assistance with catheter care where trained staff are required.

Personal Hygiene

- Washing and drying intimate areas.
- Handwashing and personal hygiene routines.
- Assistance with bathing or showering during residential visits where required.
- Support following activities where personal hygiene is necessary.

Dressing and Changing

- Support with changing clothes.
- Assistance with dressing and undressing.
- Support with specialist clothing or equipment.
- Assistance following accidents or illness.

Menstrual Care

- Support with menstrual hygiene management.

- Assistance with changing sanitary products where required.
- Emotional support and education regarding menstruation and personal care.



Medical and Health Care Procedures

Some students may require assistance with medical procedures which involve intimate or personal care. Examples may include:

- Catheter management.
- Stoma care.
- Administration of prescribed medication through approved procedures.
- Other healthcare interventions identified within an Individual Healthcare Plan or EHCP.

Such procedures will only be carried out by appropriately trained staff and in accordance with agreed healthcare plans and medical guidance.

Intimate Self-Care

Intimate care also includes situations where a student is able to undertake aspects of their own personal care but requires:

- Supervision.
- Prompting.
- Reassurance.
- Communication support.
- Monitoring for health and safety reasons.

Wherever possible, students will be encouraged and supported to carry out personal care tasks independently.

4. Promoting Independence

At Iffley Academy, we believe that all students should be supported to develop independence skills and make informed choices about their lives and future aspirations.

In line with our school aim of Independence, staff will actively promote opportunities for students to develop personal care and self-help skills appropriate to their age, developmental stage and individual needs.

Students will be encouraged to:

- Communicate personal care needs.
- Participate in decisions regarding their care.
- Develop self-care routines.
- Learn personal hygiene skills.
- Increase independence in toileting and dressing where appropriate.
- Understand personal safety and privacy.
- Build confidence and self-esteem.

Staff will adopt a graduated approach, providing only the level of support necessary whilst encouraging students to achieve the highest level of independence possible.

The promotion of independence will be balanced with the student's safety, dignity, wellbeing and emotional needs.

Care plans will identify specific targets, strategies and approaches that support the development of independence and prepare students for adulthood.

This reflects the school's commitment to Education for Life and ensuring students develop the skills necessary to participate as active members of their communities and make successful transitions into adulthood.

5. Roles and Responsibilities

The provision of intimate care is a shared responsibility. Effective communication and partnership working between students, parents/carers, staff and professionals is essential to ensure safe, consistent and dignified support.

5.1 The Governing Body

The Governing Body is responsible for ensuring that:

- Appropriate policies and procedures are in place to safeguard students.
- The school complies with relevant legislation and statutory guidance.
- Staff are appropriately recruited, trained and supported.
- Students' rights, dignity and wellbeing are protected.
- Adequate resources, facilities and staffing arrangements are available to meet identified needs.
- The effectiveness of this policy is monitored and reviewed.

The Governing Body recognises that intimate care forms an important aspect of safeguarding and is committed to promoting best practice throughout the school.

5.2 The Headteacher

The Headteacher is responsible for:

- Ensuring this policy is implemented consistently.
- Promoting a culture of dignity, respect and safeguarding.
- Ensuring staff receive appropriate training and supervision.
- Ensuring care arrangements are risk assessed and appropriately documented.
- Monitoring the quality and effectiveness of intimate care provision.
- Ensuring concerns are addressed promptly and appropriately.
- Ensuring intimate care practices reflect the school's restorative values and ethos.

5.3 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is responsible for:

- Providing advice and guidance where safeguarding concerns arise.
- Supporting staff to recognise and respond to concerns relating to a student's welfare.
- Ensuring safeguarding procedures are followed where concerns arise during intimate care.
- Liaising with external agencies where appropriate.
- Supporting the review of care arrangements where concerns have been raised.

Any concerns regarding a student's safety, wellbeing, presentation, behaviour or disclosures must be reported immediately in accordance with the school's safeguarding procedures.



5.4 Staff Responsibilities

Staff providing intimate care must:

- Treat students with dignity, respect and sensitivity at all times.
- Promote student independence wherever possible.
- Follow agreed care plans, healthcare plans and risk assessments.
- Communicate clearly and appropriately with students throughout care procedures.
- Respect students' privacy and personal preferences.
- Maintain accurate records where required.
- Follow infection prevention and control procedures.
- Attend required training and updates.
- Report any concerns immediately through safeguarding procedures.
- Maintain professional boundaries at all times.
- Uphold the school's restorative values and relational approach.

Staff should always explain what they are doing, seek cooperation and involvement from the student wherever possible and encourage active participation in their own care.

5.5 Parents and Carers

Parents and carers play a vital role in ensuring consistent and effective care.

Parents and carers are expected to:

- Share relevant information regarding their child's care needs.
- Participate in the development and review of care plans.
- Inform the school of any changes in health, medical or personal care needs.
- Provide appropriate continence products, spare clothing and personal items where agreed.
- Work collaboratively with the school to support independence and wellbeing.

The school values strong partnerships with families and recognises that effective communication is essential to achieving positive outcomes for students.

5.6 Student Participation

In line with our commitment to student voice and restorative practice, students will be involved in decisions about their care whenever possible.

Depending on age, understanding and communication needs, students will be encouraged and supported to:

- Express preferences and wishes.
- Communicate concerns.
- Participate in planning their care.
- Make choices regarding support.
- Develop increasing levels of independence.



- Understand personal safety, privacy and dignity.

Students' views, feelings and experiences will be listened to and taken seriously.

5.7 Partnership Working

The school recognises that successful intimate care arrangements rely upon effective partnership working.

Where appropriate, staff will work collaboratively with:

- Parents and carers.
- Health professionals.
- Occupational therapists.
- Physiotherapists.
- Speech and Language Therapists.
- Social care professionals.
- Other agencies involved in supporting the student.

This collaborative approach helps ensure consistency, promotes student wellbeing and supports the development of independence and preparation for adulthood.

All decisions regarding intimate care will place the student's dignity, safety, wellbeing and best interests at the centre of planning and practice.

6. Planning and Delivering Intimate Care

The school recognises that intimate care needs vary considerably between students. Support must therefore be planned and delivered in a way that reflects each student's individual needs, communication methods, preferences, strengths and aspirations.

All intimate care arrangements will be child-centred, proportionate and designed to promote dignity, wellbeing, participation and independence.

6.1 Individual Intimate Care Plans (ICPs)

Students requiring ongoing support with intimate care will have an Individual Intimate Care Plan (ICP).

The ICP will be developed collaboratively with:

- The student, where appropriate.
- Parents and carers.
- Relevant school staff.
- Health professionals and external agencies where required.

The ICP will provide clear guidance regarding the student's individual needs and support arrangements.

Where appropriate, the ICP will include:

- The student's personal care needs.
- Communication methods and preferences.
- Levels of independence and areas where support is required.
- Agreed approaches to promoting independence.

- Preferred language and terminology.
- Staffing arrangements.
- Personal dignity and privacy considerations.
- Medical information relevant to intimate care.
- Manual handling requirements.
- Infection control requirements.
- Risk management strategies.
- Recording and reporting arrangements.
- Emergency procedures where appropriate.

ICPs will be reviewed regularly and whenever there is a significant change in need.

6.2 Student Voice and Consent

In keeping with the school's restorative ethos and commitment to communication, students will be involved in decisions about their care wherever possible.

Staff will:

- Communicate clearly before providing support.
- Explain what is happening and why.
- Seek cooperation and participation.
- Respect student preferences wherever possible.
- Respond sensitively to verbal and non-verbal communication.

Students will be encouraged to express their views, choices and concerns using their preferred method of communication.

Staff should never assume consent and should remain responsive to signs of discomfort, distress or reluctance.

6.3 Privacy and Dignity

Every student's right to privacy and dignity will be respected at all times.

Intimate care will be undertaken in an appropriate private environment whilst ensuring safeguarding requirements are maintained.

Staff will:

- Preserve privacy wherever possible.
- Use respectful language.
- Minimise unnecessary exposure.
- Promote choice and independence.
- Ensure care is delivered sensitively and without haste.

The wishes, feelings, cultural background, religious beliefs and individual preferences of the student and their family will be considered when planning support.

6.4 Staffing Arrangements

To promote dignity and consistency, intimate care should normally be provided by staff who are familiar to the student and who have received appropriate training.

The number of adults involved should be kept to the minimum necessary whilst ensuring safety for both students and staff.

Where a member of staff is providing intimate care alone, another appropriate adult should be aware that the care is taking place and where it is taking place.

The school recognises that there may be occasions when a student expresses a preference regarding who provides support. Such preferences will be considered wherever reasonably practicable whilst ensuring staffing arrangements remain safe and appropriate.

Students, volunteers and visitors must not undertake intimate care duties.

6.5 Communication During Intimate Care

Effective communication is essential to maintaining dignity, trust and emotional safety.

Staff providing intimate care will:

- Address students by their preferred name.
- Use communication systems identified within the student's ICP.
- Explain actions before they take place.
- Offer reassurance where required.
- Encourage participation and independence.
- Allow sufficient time for processing and responses.

Particular consideration will be given to students who use alternative and augmentative communication systems.

6.6 Record Keeping

Accurate record keeping forms an important part of safeguarding and accountability.

Where identified within an ICP, records will be maintained regarding intimate care support provided.

Records may include:

- Date and time.
- Nature of support provided.
- Staff involved.
- Any concerns, changes or observations.
- Communication with parents or carers where appropriate.

Records will be stored securely in accordance with the school's data protection and record management procedures.

6.7 Partnership with Parents and Carers

The school values strong partnerships with parents and carers and recognises the importance of consistency between home and school.

Parents and carers will be involved in:

- Developing ICPs.
- Reviewing support arrangements.
- Sharing relevant information.
- Identifying strategies that promote independence.
- Planning for changing needs as students develop.

The school will communicate promptly regarding significant concerns, changes in presentation, health issues or matters affecting a student's wellbeing.

Through collaborative planning and regular review, the school aims to ensure intimate care arrangements support students to feel safe, respected, confident and increasingly independent.

7. Intimate Care Procedures and Good Practice

The school is committed to ensuring that intimate care is delivered safely, respectfully and consistently. All staff are expected to follow agreed procedures, safeguarding requirements and infection control guidance at all times.

Intimate care should always be undertaken in a way that protects the dignity, wellbeing and rights of the student whilst safeguarding staff from misunderstandings or allegations.

7.1 General Principles of Good Practice

Staff providing intimate care will:

- Treat all students with dignity, respect and sensitivity.
- Maintain professional boundaries at all times.
- Promote independence wherever possible.
- Encourage students to participate actively in their own care.
- Use a calm, reassuring and supportive approach.
- Respect individual communication needs.
- Be responsive to signs of discomfort, distress or anxiety.
- Follow agreed Individual Intimate Care Plans (ICPs).
- Maintain confidentiality on a need-to-know basis.

Students should never be rushed, embarrassed, shamed or made to feel uncomfortable about requiring support with intimate care.

7.2 Infection Prevention and Control

All staff involved in intimate care must follow infection prevention and control procedures.

This includes:

- Washing hands before and after providing care.
- Wearing disposable gloves when appropriate.
- Wearing disposable aprons where there is a risk of contamination.
- Cleaning and disinfecting equipment and surfaces in accordance with school procedures.
- Disposing of waste safely and appropriately.
- Reporting any concerns regarding hygiene, infection or contamination.

Personal protective equipment (PPE) must be readily available in designated areas.

7.3 Toileting and Continence Support

Support with toileting and continence will be delivered sensitively and in accordance with the student's ICP.

Staff will:

- Encourage independence wherever possible.
- Support students to communicate their needs.
- Provide privacy and reassurance.
- Use agreed communication approaches.
- Maintain dignity throughout the process.
- Ensure appropriate hygiene procedures are followed.

Any changes in continence patterns, health concerns or unusual observations should be reported in accordance with school procedures.

7.4 Changing and Personal Hygiene

Students requiring support with changing clothing or personal hygiene will be assisted in a respectful and sensitive manner.

Staff will:

- Explain actions before providing support.
- Encourage students to complete aspects of the task independently where possible.
- Minimise exposure of private areas.
- Respect personal preferences and routines.
- Ensure students are comfortable and appropriately clothed before returning to activities.

Spare clothing and personal hygiene supplies should be available where required.

7.5 Menstrual Care

The school recognises that menstruation is a normal part of development and that some students may require support in managing menstrual care.

Support will be provided in a respectful, age-appropriate and dignified manner.

Where appropriate, ICPs will include:

- Individual support arrangements.
- Communication approaches.
- Hygiene requirements.
- Strategies for promoting independence.
- Emotional support needs.

Staff will respond sensitively to any concerns or anxieties students may have regarding menstruation and puberty.

7.6 Maintaining Privacy and Dignity



The dignity of the student must remain central to all intimate care practice.

Staff will:

- Close doors and screens where appropriate.
- Ensure only necessary staff are present.
- Maintain appropriate clothing and coverings.
- Use respectful language.
- Protect students from unnecessary intrusion.

The student's age, developmental stage, communication needs and personal preferences will be taken into account when determining support arrangements.

7.7 Use of Mobile Phones and Recording Devices

To protect the privacy and dignity of students, staff must not use or carry personal mobile phones, cameras, smart watches capable of recording images, or other recording devices whilst providing intimate care.

Photography, video recording or audio recording during intimate care procedures is strictly prohibited unless specifically authorised for a medical or safeguarding purpose and supported by appropriate consent and documentation.

7.8 Educational Visits and Residential Activities

The school is committed to ensuring that students who require intimate care are able to access educational visits, community-based learning opportunities and residential experiences.

Planning for visits will include consideration of:

- Staffing arrangements.
- Privacy and dignity.
- Access to suitable facilities.
- Medical and personal care requirements.
- Risk assessments.
- Equipment and supplies.
- Emergency arrangements.

Reasonable adjustments will be made to support participation and inclusion wherever possible.

7.9 Respecting Individual Needs

The school recognises and respects the diversity of its students and families.

When planning and delivering intimate care, consideration will be given to:

- Cultural needs.
- Religious beliefs.
- Gender identity.
- Communication preferences.
- Family values and expectations.
- Personal wishes and preferences.



Staff will work collaboratively with families to ensure support remains respectful, inclusive and person-centred.

7.10 Promoting Wellbeing Through Relationships

In line with the school's restorative approach, staff will seek to build trusting and positive relationships with students receiving intimate care support.

Students should feel:

- Safe.
- Listened to.
- Valued.
- Respected.
- Supported to make choices.
- Encouraged to develop independence.

Positive relationships and effective communication help ensure intimate care contributes to students' confidence, wellbeing and preparation for adulthood.

8. Safeguarding, Child Protection and Managing Concerns

The school recognises that students who require support with intimate care may be particularly vulnerable to abuse, neglect, exploitation and harm.

All staff have a responsibility to safeguard and promote the welfare of children and young people. Intimate care arrangements must always be delivered in ways that protect students and staff and minimise risk.

8.1 Safeguarding Principles

Intimate care forms an important part of the school's safeguarding responsibilities.

Staff must remain vigilant and professional at all times and ensure that:

- The welfare of the child remains paramount.
- Students are treated with dignity and respect.
- Professional boundaries are maintained.
- Students feel safe and listened to.
- Any concerns are acted upon immediately.
- Care arrangements support both student and staff safety.

All intimate care practice must be undertaken in accordance with the school's Safeguarding and Child Protection Policy and Staff Code of Conduct.

8.2 Students with Additional Vulnerabilities

The school recognises that students with special educational needs and disabilities (SEND) may be at increased risk of abuse and may experience additional barriers to recognising, reporting or communicating concerns.

Staff must remain alert to:

- Changes in presentation.
- Changes in behaviour.
- Unexplained injuries.
- Signs of distress or anxiety.
- Changes in emotional wellbeing.
- Unusual reactions to particular adults or situations.

Concerns must never be ignored or dismissed.

8.3 Reporting Concerns About a Student

If a member of staff observes:

- Unexplained marks, bruising or injuries.
- Changes in behaviour or presentation.
- Signs of neglect.
- Concerning disclosures.
- Indicators of abuse.
- Any safeguarding concern arising during intimate care,

they must follow the school's safeguarding procedures immediately.

Concerns must be reported to the Designated Safeguarding Lead (DSL) or Deputy DSL without delay.

A written record must be completed in accordance with school procedures.

Where appropriate, referrals will be made to Children's Social Care and other relevant agencies.

The safety and welfare of the student will always take priority.

8.4 Student Distress or Objections

If a student becomes distressed, anxious or upset during intimate care, staff should:

- Stop and assess the situation where appropriate.
- Offer reassurance.
- Seek to understand the cause of the distress.
- Use agreed communication strategies.
- Consider whether another member of staff should support.
- Record and report concerns where necessary.

If a student repeatedly expresses concern, discomfort or reluctance regarding support from a particular member of staff, this must be reported to the Headteacher, DSL or appropriate senior leader.

The concern will be explored sensitively and appropriate adjustments made where possible to ensure the student's wellbeing remains central.

Parents and carers will be involved as appropriate.

8.5 Allegations Against Staff

Any allegation, concern or disclosure relating to a member of staff must be treated seriously and reported immediately.



Concerns regarding the conduct of a member of staff must be reported to the Headteacher.

Concerns regarding the Headteacher must be reported to the Chair of Governors.

The school will follow statutory guidance relating to managing allegations against adults working with children and will seek advice from the Local Authority Designated Officer (LADO) where appropriate.

Confidentiality will be maintained throughout the process.

8.6 Low-Level Concerns

The school promotes a culture of openness and transparency.

Staff are encouraged to share low-level concerns regarding adult behaviour, professional boundaries or safer working practices in accordance with the school's safeguarding procedures.

Early reporting helps to protect students and staff and supports a strong safeguarding culture.

8.7 Whistleblowing

Any member of staff who has concerns regarding unsafe practice, inappropriate conduct or safeguarding matters has a duty to report these concerns.

Concerns should be raised in accordance with the school's Whistleblowing Policy.

Staff will be supported to raise concerns without fear of disadvantage or reprisal.

8.8 Record Keeping and Confidentiality

Safeguarding concerns arising from intimate care must be recorded promptly, accurately and factually.

Records will:

- Be stored securely.
- Be shared only on a need-to-know basis.
- Comply with data protection requirements.
- Support safeguarding decision-making.

Confidential information relating to a student's intimate care needs will only be shared with staff who require the information in order to fulfil their responsibilities and safeguard the student.

8.9 Creating a Safe Culture

At Iffley Academy we believe that safeguarding is everyone's responsibility.

Through strong relationships, restorative practice, effective communication and a culture of vigilance, we aim to ensure that every student feels safe, respected, valued and supported.

Safeguarding considerations will underpin all decisions relating to intimate care and personal care provision.

Appendix A – Individual Intimate Care Plan (ICP)



An Individual Intimate Care Plan (ICP) will be developed for any student requiring regular support with intimate care.

The ICP will be developed collaboratively with the student (where appropriate), parents/carers, school staff and relevant professionals. The plan will be person-centred and reflect the student's individual needs, strengths, preferences and aspirations.

The ICP should include:

Student Details

- Student name
- Date of birth
- Class/Tutor Group
- Key staff involved
- Date completed
- Review date

Student Voice, Preferences and Independence

- Student's preferred method of communication
- Student's views and wishes regarding intimate care
- What helps the student feel safe, comfortable and respected
- Preferred language, signs or symbols used when discussing personal care
- What the student can do independently
- Areas where support is required
- Agreed independence targets

Personal Care Requirements

- Description of intimate care needs
- Toileting arrangements
- Personal hygiene requirements
- Menstrual care arrangements (where appropriate)
- Dressing/changing support requirements
- Medical care requirements linked to intimate care

Communication Preferences

- Verbal communication approaches
- Visual supports used
- AAC or communication aids used
- Processing time considerations
- Strategies to reduce anxiety and support understanding

Independence Targets

- Current level of independence
- Skills being developed
- Strategies used to promote independence
- Expected outcomes and review measures

Agreed Support Procedures

- Step-by-step agreed support arrangements
- Level of adult intervention required
- Student participation expectations
- Equipment or resources required
- Recording requirements

Staffing Arrangements

- Staff trained to provide support
- Agreed staffing ratios where required
- Supervision arrangements
- Any agreed staff preferences where reasonably practicable

Dignity and Privacy Considerations

- Privacy arrangements
- Cultural or religious considerations
- Gender considerations where appropriate
- Personal preferences identified by the student or family
- Strategies used to preserve dignity

Risk Management Arrangements

- Identified risks
- Control measures
- Moving and handling requirements
- Environmental considerations
- Safeguarding considerations

Infection Control Requirements

- Personal Protective Equipment (PPE) required
- Hygiene procedures
- Cleaning arrangements
- Waste disposal procedures
- Any health-related precautions

Emergency Procedures

- Actions to be taken in an emergency
- Medical escalation procedures
- Contact details for relevant professionals
- Procedures for unexpected incidents

Parent/Carer Agreement

The parent/carers confirm that they have been involved in developing this plan and agree with the arrangements outlined.

Parent/Carer Signature: _____

Date: _____



Student Involvement

Student involved in discussion: Yes / No / Not appropriate at this time

Student views recorded: Yes / No

School Agreement

Member of Staff: _____

Role: _____

Signature: _____

Date: _____

Review Arrangements

Date of next review: _____

Reviews will take place annually or sooner if needs change, concerns arise, or following significant changes in circumstances.

