

PERSONAL AND INTIMATE CARE POLICY

Prepared By: Jayne Lobley

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1. Purpose

- 1.1 This policy forms part of the school's safeguarding responsibilities, which include the belief that all pupils are to be protected from maltreatment and grow up in circumstances consistent with the provision of safe and effective care. The policy aims to provide guidance and reassurance to staff whose role includes personal and intimate care, and to assure parents/carers that staff are knowledgeable about such care, and that the parents/carers individual concerns are considered. Staff contribute to preventing the impairment of pupil's health or development and will act to enable all pupils to have the best outcomes. Jigsaw CABAS® School expects all staff, governors and volunteers to share this commitment. The Personal and Intimate Care Policy should be read in conjunction with the Safeguarding and Child Protection Policy.
- 1.2 The Personal and Intimate Care Policy has been written with guidance from the Department of Health ["Intimate Care Policy and Guidelines Regarding Children" \(2006\)](#).
- 1.3 This policy document will be reviewed annually. Staff will be asked to evaluate the training procedures and the effectiveness of the procedures whenever they have had occasion to put them into practice.

2. Definitions

- 2.1 'The school' and 'Jigsaw School' means Jigsaw CABAS® School
- 2.2 CABAS® is an acronym for Comprehensive Application of Behaviour Analysis to Schooling.
- 2.3 'Personal Care' encompasses those areas of physical and medical care that most people carry out themselves but which some are unable to do because of disability or medical need. Personal Care tasks can include, but are not restricted to:
 - Skin care/applying external medication
 - Feeding and supporting drinking
 - Administering oral medication
 - Hair care
 - Dressing and undressing (clothing)
 - Washing non-intimate body parts
 - Prompting to go to the toilet
- 2.4 'Intimate Care' can be defined as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of the sexual parts of the body. In some cases, it may be necessary to administer rectal medication or medication through the use of a percutaneous endoscopic gastrostomy (PEG). Intimate Care tasks specifically identified as relevant include physical assistance given to a person in connection with:
 - Eating or drinking
 - Toileting (including in relation to the process of menstruation)
 - Washing or bathing

- Dressing and undressing (underwear)
- Oral care, or
- The skin, hair and nails (with the exception of nail care provided by a chiropodist or podiatrist)

Or the prompting, together with supervision, of a person, in relation to the performance of any of the activities listed, where that person is unable to make a decision for themselves in relation to performing such an activity without such prompting and supervision.

3. Scope

- 3.1 At Jigsaw School the pupils are encouraged to participate in their own personal or intimate care, while expressing choice and having a positive image of their body.
- 3.2 The Safeguarding Team and School Management Team will ensure that the following procedures are followed.

4. The Policy

- 4.1 The nature of their disability means that autistic pupils may not have sufficient understanding or awareness that certain behaviours directed towards themselves, and others is not appropriate, and anyone involved with their personal and intimate care needs to be sensitive to their individual needs.
- 4.2 Jigsaw School follows the Comprehensive Application of Behaviour Analysis to Schooling (CABAS®) methodology. The CABAS® system is designed to approve desired behaviours rather than disapprove undesired behaviours. The curriculum is designed to emphasise teaching through positive reinforcement. The CABAS® system uses the principles of positive reinforcement by identifying effective forms of reinforcement and the manipulation of intermittent and other schedules of reinforcement. The creation of pupil motivation is essential to the implementation of the principles of positive reinforcement within the CABAS® system.
- 4.3 Jigsaw School adheres to the principles outlined in the Children Act 1989, updated 2005, believing that all pupils have a right to be protected from abuse. It is the intention of the procedures within this policy to ensure that the appropriate action is taken immediately where it is alleged that a pupil is suspected of being abused. The prime concerns at all times must be the welfare and safety of the pupil(s).

5. Principles of Personal and Intimate Care

- 5.1 Pupils should be encouraged to participate in their own personal and intimate care as part of a general approach towards aiding independence in daily life. It is essential that every pupil at Jigsaw School is treated as an individual and that care is given as gently and as sensitively as possible.
- 5.2 Staff who provide personal and intimate care are trained to do so as necessary (including safeguarding and health and safety training in moving and handling) and are fully aware of best practice. Staff will be supported to adapt their practice in relation to the needs of

individual pupils considering developmental changes such as the onset of puberty and menstruation.

- 5.3 Individual personal and intimate care plans (appendix A) will be drawn up to meet the particular needs and wishes of pupils, and their parents and carers. These plans address the health, safety and welfare of the relevant pupil. They also reflect the wishes of the particular pupil, and/or their parents or carers that a member of staff of a specified sex will attend to that pupil's intimate care needs. It is recognised that there may be circumstances where there is an immediate need for intimate care (e.g. incontinence) and it would be detrimental to the welfare of the pupil to delay providing intimate care until a member of staff of the specified sex had become available. In this instance and other emergency situations, parents will be informed by telephone as soon as possible following the event.
- 5.4 Pupils will be supported by one adult during personal and intimate care, unless it is necessary to have more adults present. If this is the case, the reasons should be clearly documented on their personal and intimate care plan.
- 5.5 Staff should bear in mind the following principles:
- Every pupil has the right to be safe and secure
 - Every pupil has the right to personal privacy, dignity, respect and a professional approach from staff when meeting their individual needs
 - Every pupil has the right to be involved and consulted in their own intimate and personal care to the best of their abilities
 - Every pupil has the right to express their views on their own personal and intimate care and have such views taken into account
 - Every pupil has the right to be accepted for who they are, without regard to age, gender, ability, race, culture or beliefs
 - Every pupil's Educational Health Care Plan should be designed to lead to independence

6. Touch

- 6.1 Jigsaw School recognises that touch is a fundamental part of wellbeing, emotional and social development care, and learning for the pupils. Touch may be used routinely in a number of ways, including communication, therapy, to give reassurance and communicate security, through play, when teaching new skills, and for protection. It is important that staff are clear and open as to the reason for using touch. The use of touch is discussed during staff meetings and training to give guidance and support for the safeguarding of both pupils and staff.

7. Practical Considerations for Staff

- 7.1 To ensure the health and safety of staff and pupils at Jigsaw School:
- All staff assisting with personal/intimate care must be employees of the school or setting, including full, part time, and bank staff. In some circumstances, unpaid

employees, such as voluntary workers, may assist provided that they have been trained and DBS cleared.

- Staff should receive training in good working practices, which comply with health and safety regulations, such as dealing with bodily fluids, wearing protective clothing, manual handling, child protection, whistleblowing, and risk assessment. Staff should also receive training for very specific intimate care procedures and follow pupil's individual health and safety risk assessment procedures where relevant.
- Positive links should be made with other agencies involved with children and young people with specific care needs to enable the School to take account of the knowledge, skills and expertise of other professionals, and will ensure the pupil's wellbeing and development remains the focus of concern.
- Guidance for staff when providing personal and intimate care can be found in Appendix B

8. Policy Review

- 8.1 This policy will be updated as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.
- 8.2 This policy was last reviewed in February 2025.

9. Version History

No.	Date	Amendment
1.1		Policy reformat
1.2	July 2019	Reference to children has been replaced by pupils
1.3	July 2020	Section 8. Addition of individual health and safety risk assessment
1.4	August 2020	Updated following governor comments.
1.5	September 2020	Further updates following governor comments, related to cross gender care and some updated terminology.
1.6	December 2020	Following full governor review and legal advice
2.1	March 2021	Following extensive review and updates, moved on to version 2
2.2	March 2022	5.1 'independence' replacing 'participation'; insertion at 5.4; 7.1 removal of HIV and infection. Other grammar changes. Addition of Appendix A
2.3	April	Addition of guidance for staff (Appendix B)
2.4	March 2023	Removal of guidance no longer available Surrey County Council's "Intimate Care and Toileting Policy Guidance Early Year and Childcare Services" (2014-15) . Updated language for clarity
2.5	March 2023	Minor language updates following governor feedback.
2.6	February 2024	Addition of use of PEG for administration of medication
3.1	February 2025	Change to section 5.3 regarding request for a member of staff of a 'specified sex' for intimate care rather than 'same sex'. Addition to appendix B of assent from pupils and guidance on what to do if a pupil does not provide consent/assent.

10. Related Legislation & Guidance

Document	Location
"Intimate Care Policy and Guidelines Regarding Children" (2006).	https://www.health-ni.gov.uk/sites/default/files/publications/dhssps/intimate-care-policy.pdf

11. Related Internal Documentation

Document	Electronic Copy Location
Safeguarding and Child Protection Policy	Home page (Common)/ Policies / School /
Health and Safety Policy	Home page (Common)/ Policies / Trust /
Whistleblowing Policy	Home page (Common)/ Policies / Trust /
Risk Assessment Policy	Home page (Common)/ Policies / School /
Concerns Policy	Home page (Common)/ Policies / Trust /

APPENDIX A – Example Personal and Intimate Care Plan

EXAMPLE PERSONAL and INTIMATE CARE PLAN

Pupil name

Class name/number

	Full support required	Partial support required	Pupil independent
Intimate Care			
Parents have requested only female staff support <i>pupil</i> with intimate care			
Support or supervision with dressing and undressing (including underwear)	<i>Pupil</i> requires help putting his socks on but can take them off without help. He may also need help with some buttons if small. (LTO G4) <i>Pupil</i> also needs help with gloves (LTO G3)	<i>Pupil</i> may need reminding of the order to put clothes on (e.g. T-shirt before sweatshirt) and to make sure sleeves are not inside out before putting the clothing on.	<i>Pupil</i> can put his underwear, t-shirts, sweatshirt/jumper, trousers/shorts, hat and scarf independently.
Support or supervision with using the toilet, and showering, including wiping intimate areas, and changing nappies		<i>Pupil</i> may need support after bowel movements to ensure he is fully clean after wiping. Allow <i>Pupil</i> to wipe himself and then ask him if you can check him for a final wipe. <i>Pupil</i> is still finding it difficult to use the urinal without pulling his trousers and pants down and may need reminding that he should concentrate on what he is doing and not get distracted. <i>Pupil</i> may also need to be reminded to shut the door of the toilet cubicle when in use, and knock if the door is shut when he wants to enter it.	<i>Pupil</i> is able to recognise when he needs to use the toilet and will ask to leave the class. <i>Pupil</i> is able to wash his whole body in the shower without any prompts. He may need to be reminded when to finish his shower to keep with a scheduled time
Support or supervision with changing sanitary wear	N/A	N/A	N/A
Personal Care			
Applying skin care/external medication, including sun cream		<i>Pupil</i> may require some assistance in this area but should be encouraged to apply creams himself	

Reviewed on

Reviewed by

Jigsaw School 28/01/21.1

EXAMPLE PERSONAL and INTIMATE CARE PLAN

Pupil name

Class name/number

	Full support required	Partial support required	Pupil independent
Support or supervision of teeth cleaning and hair care		<i>Pupil</i> has a programme in place for hair washing in the shower and may need some support making sure he has removed all the shampoo (LTO G1)	<i>Pupil</i> is able to clean his teeth and brush his hair independently.
Support or supervision washing non-intimate body parts			<i>Pupil</i> is able to wash his hands and face at a sink independently
Eating/feeding and drinking			<i>Pupil</i> is independent in all aspects of eating and drinking, including the use of cutlery
Any other specific requirements		<i>Pupil</i> needs reminding to apply roll on deodorant after showering or a PE session.	

APPENDIX B – Guidance for school staff when providing personal and intimate care

The following bullet points are guidance for good practice when providing personal and intimate care. All points are covered in training and individuals will be supervised until competent to deliver personal and intimate care.

- Respect the privacy of the individual, for example, block them being viewed by others while care is provided.
- Promote independence and only provide care where the individual has been unsuccessful at an attempt or is unable to attempt.
- Respect the dignity of the individual at all times.
- Inform the individual of what you are going to do and in cases where necessary, why.
- Refer and adhere to the individuals personal and intimate care plan.
- Ask for assistance where needed and ensure appropriate support is provided to the individual.
- Wear the appropriate PPE to ensure the care provided is safe for all parties.
- Dispose of equipment and clothing as appropriate.
- Ask for consent/assent¹ where it can be sought and respect their choice/consider assent withdrawal.
- Where consent is not provided or assent withdrawal is displayed, consider change of staff, taking a short break and trying again, explaining why intimate care needs to be provided.
- Not giving consent or displaying assent withdrawal does not mean staff will leave a pupil in wet or soiled nappies/pads or clothing. All efforts will be made to communicate to the pupil the importance of the intimate care and encourage consent/assent.

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- ¹ Assent occurs when a pupil verbally or nonverbally agrees to participate in the activity presented. Verbal communication is not required for a pupil to give or withdraw assent. Obtaining assent requires staff members to get to know the pupils well and observe for signs of assent. Some behaviours that may demonstrate assent are (but not limited to): smiling, looking towards the materials or activity, actively engaging or participating in the activity, affirmative statements. It is important to be aware that assent is ongoing and can be withdrawn at any time. At any time, pupils may withdraw assent and this can be shown through a wide variety of verbal and non-verbal behaviours. Teachers must continually monitor pupils for signs of assent and assent withdrawal. Some behaviours that may demonstrate assent withdrawal are (but not limited to): behaviours that challenge, self-injurious behaviours, turning away, crying, pushing items/resources away, inattention, moving away from the area, frowning, or vocal statements