



Intimate Care Policy

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Related Documents		
Guidance		
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Bradford Academy is committed to the safeguarding and wellbeing of all our learners. This policy forms part of our Safeguarding Policy Portfolio, and should be read in conjunction with our Special Educational Needs and Disabilities Policy and EYFS Safeguarding Policy

Section 1

INTRODUCTION

- 1.1 Staff who work at Bradford Academy with students who have special educational needs or disabilities know that the issue of intimate care is a difficult one and will require staff to be respectful of the needs of learners.
- 1.2 Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which demand direct or indirect contact with or exposure of the genitals. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing or bathing.
- 1.3 Learners' dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff who provide intimate care to students have a high awareness of child protection issues. Staff behaviour is open to scrutiny and staff at Bradford Academy work in partnership with parents/carers to provide continuity of care to our students wherever possible.
- 1.4 Staff deliver a personal safety programme, as part of Personal, Social and Health Education, to all our learners as appropriate to their developmental level and degree of understanding. Parents are encouraged to reinforce the personal safety messages within the home.
- 1.5 Bradford Academy is committed to ensuring that all staff responsible for the intimate care of learners undertake their duties in a professional manner at all times. We know that there is a need to treat all students with respect when intimate care is given. No learner should be attended to in a way that causes distress or pain.

Section 2

APPROACH TO BEST PRACTICE

- 2.1 All learners who require intimate care are treated respectfully at all times; the learner's welfare and dignity is of paramount importance.
- 2.2 Staff who provide intimate care are trained to do so (including Child Protection and Health and Safety training in moving and handling) and are fully aware of best practice. Apparatus will be provided to assist with students who need special arrangements following assessment from physiotherapist/ occupational therapist as required. The RP manager is now fully qualified to train staff in manual handling. This training is updated every year.
- 2.3 Staff are supported to adapt their practice in relation to the needs of individual learners taking into account developmental changes such as the onset of puberty and menstruation. Wherever possible staff involved in the intimate care of learners will

not be involved with the delivery of sex and relationship education as an additional safeguard to both staff and learners involved.

- 2.4 There is careful communication with each learner who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the learner's needs and preferences. The learner is aware of each procedure that is carried out and the reasons for it.
- 2.5 As a basic principle learners will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each learner to do as much for themselves as they can. This may mean, for example, giving the learner responsibility for washing themselves. Individual intimate care plans will be drawn up for learners as appropriate to their circumstances. These plans will be supported by staff being trained how to use the specialist equipment and following set procedures such as moving and handling, personal safety of the learner, preferences of the carer and health considerations.
- 2.6 Each learner's right to privacy will be respected. Careful consideration will be given to each learner's situation to determine how many carers might need to be present when they need help with intimate care. It is a requirement to have at least 2 members of staff present for each learner.
- 2.6 Wherever possible the same student will not be solely cared for by the same adult on a regular basis, although where a Primary child has 1:1 support they will be the main carer under the direction of the Primary Headteacher. In the secondary phase there will be a rota of carers known to the learner who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, while at the same time guarding against the care being carried out by a succession of completely different individuals. Where possible, our youngest children will be changed by someone who knows them well e.g. their allocated key person or a member of staff who works in the classroom with the learner.
- 2.7 Parents/carers will be involved with their child's intimate care arrangements on a regular basis; a clear account of the agreed arrangements will be recorded on the student's care plan. The needs and wishes of learners and parents will be carefully considered alongside any possible constraints, e.g. staffing and equal opportunities legislation.
- 2.8 Each learner will have an assigned member of staff to act as an advocate to whom they will be able to communicate any issues or concerns that they may have about the quality of care they receive.

Section 3

THE PROTECTION OF LEARNERS

- 3.1 Academy Child Protection Procedures and Inter-Agency Child Protection procedures are made clear to staff who provide intimate care and are adhered to.
- 3.2 If a member of staff has any concerns about physical changes in a learner's presentation, e.g. marks, bruises, soreness etc. s/he will immediately report

concerns to the Designated Child Protection Officer, through communications using CPOMS, who will follow the procedure as outlined in the Child Protection and Safeguarding Policy.

- 3.3 If a learner becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the learner's needs remain paramount. Further advice will be taken from outside agencies if necessary.
- 3.4 If a student makes an allegation against a member of staff, all necessary procedures will be followed as described in Bradford Academy Managing Allegations Policy.

Section 4

ROLES AND RESPONSIBILITIES

- 4.1 In primary, the Vice Principal (Inclusion) is responsible for the implementation, monitoring and evaluation of this policy and in secondary, the Vice Principal, Quality of Education . As members of the Senior Leadership Team, they ensure that the intimate care of our learners is discussed with at the highest level and forms part of the monitoring of safeguarding in the Academy.
- 4.2 The Learning Development team ensure that intimate care guidelines are followed as discussed in Annual Review meetings with the learners, parents and other appropriate agencies. Care plans are reviewed at these meetings to ensure that they are being implemented effectively. Plans may be updated at the review meeting or at any time when the learner's needs change.
- 4.3 The Resourced Provision Manager in secondary phase and SENCO in primary phase liaise with parents and deploy the care team to learners requiring intimate care. They are responsible to ensure the care team are suitably trained to carry out their duties.
- 4.4 The Facilities Manager, ensures that the Hygiene Rooms at the Academy are fit for purpose and meet the care needs of the learners who use them. The facilities manager ensures that the equipment in the hygiene rooms is serviced and are fully operational. Any equipment that does not pass servicing is then reported to the health and safety officer.

Section 5

REVIEW OF THE POLICY

- 5.1 This policy is reviewed annually in December.