INTIMATE CARE POLICY

Protecting dignity. Promoting independence.
Safeguarding every pupil.



RIVERSIDE BRIDGE SCHOOL

INSPIRE, EMPOWER, ACHIEVE

This policy forms part of the Riverside Bridge School Policy Framework
and should be read alongside any related policies, procedures and guidance.

RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

OUR COMMITMENT

At Riverside Bridge School, every policy reflects our commitment to creating a safe, inclusive and ambitious school community in which every pupil is valued, every voice matters and every family is respected and supported.

Our policies translate our values into consistent practice. They support high expectations, clear responsibilities, effective partnership and informed decision-making, ensuring that the needs, rights, wellbeing and future outcomes of our pupils remain at the heart of our work.

We work collaboratively, act with integrity and continually reflect upon and improve our practice to achieve the best possible outcomes for every pupil.

POLICY PRINCIPLES

Our Policy Principles underpin how we work together and guide the decisions and actions we take to support every pupil and their families.



POLICY PURPOSE & FRAMEWORK

Riverside Bridge School policies set out the expectations, responsibilities and approaches that support safe, consistent and high-quality practice across the school. They translate our values, statutory responsibilities and professional expectations into clear guidance for everyday decision-making and practice.

Each policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures, statutory guidance and school frameworks referenced within the document.

Policies apply to the members of the school community identified within each document, including staff, governors, parents and carers, volunteers, contractors and other professionals where relevant. Everyone is expected to understand and apply the requirements appropriate to their role and to seek further guidance where clarification is required.

CURRICULUM DRIVERS



Our Drivers provide a shared golden thread across curriculum, school life, policy and leadership, helping ensure that our decisions and practice remain focused on the experiences and futures we want for every pupil.

STATEMENT OF INTENT

This policy sets out Riverside Bridge School's approach to the planning and delivery of intimate care. It establishes the principles, responsibilities and arrangements through which personal care is provided safely, respectfully and consistently, whilst protecting pupils' dignity, privacy, wellbeing, rights and independence.
This policy is designed to ensure that intimate care is delivered safely, consistently and with dignity. It supports effective communication between home and school, promotes pupils' independence and safeguards both pupils and staff. It should be read alongside any Individual Healthcare Plan, Emergency Healthcare Plan, Manual Handling Plan and relevant risk assessments.

Riverside Bridge School recognises that intimate care is an essential part of daily provision for many pupils and that the way in which it is delivered has a significant impact upon dignity, trust, wellbeing, communication and independence. Intimate care must never be treated as a routine task alone. Every episode of care should be person-centred, respectful and responsive to the individual pupil.
As a specialist school supporting pupils with complex SEND, we recognise that pupils may require differing levels of support with toileting, continence, personal hygiene, menstrual care, dressing and other aspects of personal care. Some pupils may also require intimate care linked to medical or physical needs. Support will therefore be planned around each pupil's communication profile, developmental stage, physical and sensory needs, healthcare arrangements, preferences and aspirations for greater independence.
Intimate care is both a care activity and a safeguarding activity. Pupils receiving intimate care are placed in a position of increased vulnerability, and staff must therefore maintain clear professional boundaries, exercise professional curiosity and follow agreed safeguarding arrangements at all times. The school is equally committed to protecting staff through clear procedures, appropriate training, transparent practice and proportionate recording.
Intimate care will operate alongside the pupil's Individual Healthcare Plan and Emergency Healthcare Plan, Individual Regulation Plan and relevant risk assessments where these are in place. Where intimate care involves a clinical procedure or medical judgement, the arrangements established within the Medical Needs, Medication and Allergy Safety Policy and guidance from the Nursing Team or other appropriately qualified healthcare professional will take precedence.

Our responsibilities to pupils

Riverside Bridge School will provide intimate care in a way that protects pupils' dignity, privacy, health and wellbeing while promoting communication, choice and increasing independence. Staff will use the least intrusive level of assistance necessary and will ensure that pupils are supported to participate in their own care wherever this is developmentally appropriate and safe.

We will ensure that intimate care is undertaken by appropriately trained staff within clear safeguarding and professional boundaries, that individual arrangements are planned where required, and that concerns or changes in need are identified, recorded and acted upon promptly.

Through these commitments, Riverside Bridge School aims to ensure that every pupil receiving intimate care feels safe, respected and understood. We will use personal care as an opportunity to strengthen communication, self-care and independence while maintaining the highest standards of safeguarding and professional practice.

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APPROVED BY: Governing Board

APPROVED ON: September 2026

REVIEWED DUE ON: September 2027

Section 01

PURPOSE AND SCOPE

Defining care. Protecting dignity. Promoting independence.

At Riverside Bridge School, we recognise that intimate care forms an essential part of the daily support provided to many of our pupils. For some pupils, intimate care is required occasionally; for others, it is a planned and routine aspect of their educational provision. In all circumstances, intimate care must be delivered safely, respectfully and consistently, ensuring that every pupil's dignity, privacy, health, wellbeing and individual rights are protected.

This policy sets out the school's expectations for the planning and delivery of intimate care and establishes the standards that all staff must follow. It aims to ensure that intimate care is provided in a manner that promotes pupils' independence wherever possible while maintaining the highest standards of safeguarding, professionalism and accountability.

Riverside Bridge School is committed to creating an environment in which pupils feel safe, respected and valued. We recognise that intimate care places pupils in a position of increased vulnerability and requires a significant level of trust between pupils and those supporting them. Equally, staff providing intimate care must be supported by clear procedures, appropriate training and robust safeguarding arrangements that promote safe professional practice and protect them from avoidable misunderstanding or allegation.

This policy should be read alongside the school's wider safeguarding, healthcare and health and safety framework. Together, these arrangements ensure that intimate care is delivered consistently, lawfully and in the best interests of every pupil.

This policy applies to all staff working at Riverside Bridge School, including permanent, temporary, agency and volunteer staff, as well as any professionals or students working under the direction of the school where intimate care forms part of their role.

The policy applies whenever intimate care is provided during the school day or as part of any school-led activity, including educational visits, community learning, swimming, off-site provision and any extended school activities.

For the purposes of this policy, intimate care includes any support involving personal hygiene or personal care that a pupil cannot safely undertake independently.

This may include, but is not limited to:

- toileting and continence support;
- changing continence products or nappies;
- washing or cleaning intimate areas;
- changing clothing following soiling or accidents;
- menstrual care;
- assistance before and after swimming or hydrotherapy;
- personal hygiene following illness;
- support associated with medical conditions where personal care is required.

Where pupils require additional healthcare procedures, administration of medication or emergency medical intervention, staff should also refer to the Medical Needs, Medication and Allergy Safety Policy and the First Aid Policy.

Section 02

LEGISLATION AND STATUTORY GUIDANCE

Meeting duties. Protecting rights. Maintaining safe practice.

Legislative framework

This policy has been developed with regard to current legislation, statutory guidance and recognised good practice relating to safeguarding, special educational needs, healthcare, equality and the welfare of children and young people.

The school has particular regard to the following legislation:

- Children Act 1989
- Children Act 2004
- Education Act 2002
- Children and Families Act 2014
- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Human Rights Act 1998
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Mental Capacity Act 2005 (where applicable to pupils aged 16 years and over)

Statutory guidance

In developing this policy, the school has also had regard to current statutory guidance and national expectations, including:

- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (current edition)
- Special Educational Needs and Disability Code of Practice: 0–25 Years
- Supporting Pupils at School with Medical Conditions
- Early Years Foundation Stage Statutory Framework (where applicable)
- Equality Act 2010: Advice for Schools
- Restrictive interventions, including the use of reasonable force, in schools (Department for Education, 2026)
- Relationships, Sex and Health Education (RSHE) statutory guidance

Professional guidance and best practice

The school also takes account of recognised professional guidance relating to healthcare, safeguarding, infection prevention and control, manual handling and intimate care, including guidance published by:

- Department for Education (DfE)
- Health and Safety Executive (HSE)
- NHS England
- National Institute for Health and Care Excellence (NICE)
- Royal College of Nursing (RCN)
- NSPCC
- Local Authority safeguarding arrangements
- Relevant NHS therapy and specialist healthcare services

Equality, dignity and human rights

Riverside Bridge School is committed to ensuring that all pupils receive intimate care that is equitable, respectful and responsive to their individual needs. No pupil will be disadvantaged because of disability, age, sex, ethnicity, religion or belief, gender reassignment or any other protected characteristic.

Intimate care arrangements will always seek to preserve pupils' dignity, privacy and autonomy while making reasonable adjustments to enable full participation in school life. Decisions will be based upon individual need, safeguarding considerations and the best interests of the pupil, rather than assumptions or generalisations.

Relationship to safeguarding

The school recognises that intimate care is intrinsically linked to safeguarding. Every episode of intimate care requires staff to exercise professional judgement, maintain appropriate professional boundaries and remain vigilant to any indicators that a pupil may be at risk of harm.

Where concerns arise regarding a pupil's presentation, communication, regulation, physical condition or emotional wellbeing during intimate care, staff must respond in accordance with the Safeguarding and Child Protection Policy. This includes reporting unexplained injuries, unusual marks, changes in communication, regulation or presentation, disclosures, signs of neglect or abuse, or any concern that a pupil's welfare may be compromised.

Safeguarding considerations must always take precedence where there is any conflict between routine care arrangements and concerns regarding a pupil's safety or welfare.

Section 03

PRINCIPLES OF INTIMATE CARE

Putting the pupil first. Preserving dignity. Building independence.

Person-centred practice

At Riverside Bridge School, intimate care will always be planned and delivered in a manner that places the individual pupil at the centre of decision-making. Staff will recognise that every pupil has unique strengths, needs, preferences and methods of communication, and that these must be respected during every episode of intimate care.

Support will be tailored to the individual, recognising that pupils' physical, medical, sensory, communication and emotional needs may differ significantly. Intimate care should never be delivered as a routine task alone but as an opportunity to promote wellbeing, communication, trust, independence and Preparing for Adulthood.

Dignity, privacy and respect

Every pupil has the right to receive intimate care in a manner that preserves their dignity, privacy and self-esteem.

Staff will always:

- treat pupils with kindness, patience and respect;
- explain what they are doing using the pupil's preferred communication method;
- maximise privacy while maintaining appropriate safeguarding arrangements;
- encourage pupils to participate in their own care wherever possible;
- respect cultural, religious and personal preferences wherever reasonably practicable;
- maintain the confidentiality of information relating to intimate care.

Intimate care must never be rushed or delivered for the convenience of staff.

Promoting independence

Developing independence is a fundamental principle of Riverside Bridge School's curriculum and Preparing for Adulthood pathway. Wherever appropriate, pupils will be encouraged and supported to undertake aspects of their own personal care according to their age, stage of development and individual abilities.

Staff should view every episode of intimate care as an opportunity to develop:

- communication;
- choice making;
- self-help skills;

- body awareness;
- personal hygiene;
- confidence and self-esteem;
- independence in preparing for adulthood.

The level of support provided should always represent the least intrusive assistance necessary to enable the pupil to participate safely and successfully.

Communication and participation

Effective communication is essential before, during and after every episode of intimate care.

Staff will communicate using the pupil's preferred communication methods, which may include:

- spoken language;
- symbols and visual supports;
- signing;
- objects of reference;
- communication aids or AAC;
- gesture and body language;
- observation of individual communication cues, including facial expression, body language, movement and vocalisation.

Staff should provide pupils with sufficient time to process information, respond and participate wherever possible.

Where a pupil indicates discomfort, distress or reluctance, staff should pause and consider whether the care can be adapted, postponed or whether further support or advice is required, provided this does not compromise the pupil's health, safety or dignity.

Professional judgement

While this policy and Individual Intimate Care Plans provide clear guidance, staff are expected to exercise professional judgement when responding to individual circumstances.

Professional judgement should always be exercised in a manner that:

- prioritises the welfare and dignity of the pupil;
- protects the safety of pupils and staff;
- reflects current training and professional standards;
- follows agreed care plans wherever applicable;
- seeks advice whenever uncertainty exists.

Where unexpected circumstances arise, staff should always adopt the safest and least intrusive course of action and seek support from the Healthcare Assistant, Senior Leadership Team or Designated Safeguarding Lead as appropriate.

Safeguarding and professional accountability

Every episode of intimate care is both a care activity and a safeguarding activity.

Staff delivering intimate care must maintain the highest standards of professional conduct, recognising that pupils are placed in a position of increased vulnerability during personal care. The school is equally committed to safeguarding staff by ensuring that intimate care is delivered within clear professional boundaries, supported by appropriate training, agreed procedures and robust recording arrangements where required.

Any concern arising during intimate care, including changes in a pupil's changes in a pupil's presentation, communication, regulation, physical condition or emotional wellbeing, must be acted upon immediately in accordance with the Safeguarding and Child Protection Policy.

Section 04

AIMS

Providing safe care. Promoting participation. Maintaining consistency.

The aims of this policy are to ensure that intimate care at Riverside Bridge School is delivered safely, respectfully and consistently, while promoting the dignity, wellbeing and independence of every pupil. Specifically, the school aims to:

- provide intimate care that safeguards the dignity, privacy, health and wellbeing of every pupil;
- ensure that intimate care is delivered safely by appropriately trained and competent staff;
- promote pupils' independence, communication and Preparing for Adulthood wherever possible;
- ensure that intimate care is planned around the individual needs, preferences and abilities of each pupil;
- establish clear safeguarding procedures that protect both pupils and staff;
- provide staff with clear guidance on professional boundaries, safe working practices and appropriate conduct;
- ensure that Individual Intimate Care Plans are developed where ongoing or specialist support is required;
- work collaboratively with parents, carers, healthcare professionals and other agencies to provide consistent care;
- maintain high standards of infection prevention, hygiene and health and safety;
- ensure that appropriate records are maintained where required and that concerns are reported promptly;
- support staff through appropriate induction, training, supervision and ongoing professional development;
- monitor, review and continually improve the quality of intimate care provision across the school.

The school is committed to ensuring that intimate care is viewed not simply as a practical task, but as an important aspect of safeguarding, healthcare, education and personal development. Every episode of intimate care should support pupils to feel safe, respected and valued while developing the skills and confidence needed to achieve the greatest possible independence throughout their lives.

Section 05

ROLES AND RESPONSIBILITIES

Defining accountability. Coordinating support. Safeguarding practice.

Providing intimate care safely requires effective leadership, clear professional accountability and strong partnership working. While intimate care is delivered on a day-to-day basis by trained members of staff, responsibility for ensuring safe, effective and dignified practice extends across the whole school. Every member of staff has a responsibility to safeguard pupils, promote their dignity and independence, and work within the professional standards set out in this policy.

The Governing Board, supported by Partnership Learning, has strategic responsibility for ensuring that appropriate systems, resources and governance arrangements are in place to support the safe delivery of intimate care across the school. Through policy review, safeguarding oversight and quality assurance processes, governors seek assurance that intimate care is delivered in accordance with statutory requirements, recognised good practice and the school's safeguarding framework.
In fulfilling these responsibilities, the Governing Board will:

- approve and review this policy;
- ensure appropriate staffing, facilities and resources are available;
- receive assurance regarding safeguarding, training and compliance;
- promote a culture of dignity, inclusion and accountability.

The Headteacher has overall responsibility for ensuring that intimate care arrangements are implemented consistently throughout the school. This includes ensuring that appropriate leadership, staffing, training, facilities and safeguarding arrangements are in place to support pupils requiring intimate care.
The Headteacher will ensure that concerns, complaints or allegations relating to intimate care are managed appropriately and that this policy is reviewed regularly to reflect changes in legislation, guidance and best practice.

The Senior Leadership Team provides operational oversight of intimate care arrangements and supports staff in delivering consistent, safe and person-centred practice. Working closely with the Healthcare Assistant and Safeguarding Team, the Senior Leadership Team monitors the quality of provision, addresses operational issues and ensures that appropriate support is available where pupils have complex or changing needs. This includes:

- monitoring the implementation of Individual Intimate Care Plans;
- supporting staff with complex situations;

- reviewing risk assessments where appropriate;
- contributing to quality assurance, audit and policy development.

The Healthcare Assistant has day-to-day operational responsibility for coordinating healthcare-related aspects of intimate care and supporting the consistent implementation of agreed arrangements. The Healthcare Assistant works closely with the Nursing Team, school staff, families, therapists and other healthcare professionals to ensure that operational arrangements remain safe, current and appropriately coordinated.

The Healthcare Assistant does not hold clinical responsibility for pupils' healthcare planning or for decisions requiring clinical judgement. Where intimate care involves a medical condition, clinical procedure or healthcare concern, clinical advice and decision-making remain with the Nursing Team or other appropriately qualified healthcare professionals.

The Healthcare Assistant will:

- coordinate the operational implementation of healthcare arrangements linked to intimate care;
- support the development and review of Individual Intimate Care Plans where healthcare needs affect personal care;
- ensure relevant healthcare information is accessible to staff with a legitimate need to know;
- provide operational guidance regarding agreed continence, personal care and infection-prevention arrangements;
- identify and escalate changes or concerns requiring clinical advice to the Nursing Team or other appropriate healthcare professional;
- liaise with families and healthcare professionals regarding operational matters where appropriate;
- contribute to staff training, monitoring and quality assurance;
- work closely with the Safeguarding Team where healthcare and safeguarding concerns overlap.

The Healthcare Assistant does not replace the safeguarding responsibilities of the Designated Safeguarding Lead or the day-to-day responsibilities of staff providing intimate care.

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs) provide safeguarding oversight for all matters relating to intimate care. They are responsible for ensuring that safeguarding concerns are identified promptly, managed appropriately and recorded in accordance with the school's Safeguarding and Child Protection Policy.

The Safeguarding Team works closely with the Healthcare Assistant where healthcare and safeguarding issues overlap, recognising that intimate care is both a care activity and a safeguarding activity.

Teachers, teaching assistants and other designated members of staff are responsible for providing intimate care in accordance with this policy, Individual Intimate Care Plans and agreed school procedures.

In carrying out intimate care, staff are expected to:

- treat pupils with dignity, patience and respect;
- communicate using the pupil's preferred communication methods;
- encourage independence wherever possible;
- follow agreed infection prevention and manual handling procedures;
- maintain professional boundaries at all times;
- report concerns promptly and seek advice whenever necessary.

Staff must not undertake procedures for which they have not received appropriate training or instruction.

Therapists, school nursing services and other healthcare professionals provide specialist advice that supports the safe delivery of intimate care. Their recommendations contribute to Individual Intimate Care Plans, moving and handling arrangements, healthcare plans and wider educational provision where appropriate.

Specialist advice may relate to continence, positioning, manual handling, specialist equipment, skin integrity, toileting programmes or other healthcare requirements.

Parents and carers are key partners in planning and reviewing intimate care arrangements. The school values open communication and works collaboratively with families to ensure that intimate care remains consistent, responsive and appropriate to each pupil's needs.

Parents and carers are expected to:

- share relevant information about their child's care needs;
- inform the school of any significant changes;
- provide agreed personal care supplies where appropriate;
- participate in reviews of Individual Intimate Care Plans.

Where appropriate to their age, development and communication abilities, **pupils** will be encouraged to participate in decisions relating to their intimate care.

Staff will seek to understand and respond to pupils' preferences, recognising that these may be communicated through speech, symbols, signing, AAC or other individual communication methods.

Every effort will be made to support pupils to express choices, develop independence and maintain their dignity throughout all aspects of intimate care.

Section 06

PLANNING INTIMATE CARE

Understanding need. Planning consistently. Responding to change.

Not all pupils will require an Individual Intimate Care Plan. However, where intimate care is provided on a regular basis, involves specialist procedures or equipment, or where additional safeguarding, regulation or healthcare considerations exist, care must be planned in advance to ensure that it is delivered safely, consistently and in accordance with the pupil's individual needs.

Planning intimate care helps to ensure that all staff adopt a consistent approach, promotes continuity of care across the school day and provides clear guidance that safeguards both pupils and staff. Planning also enables parents, carers, healthcare professionals and school staff to work collaboratively to meet the individual needs of the pupil.

Individual Intimate Care Plans

An Individual Intimate Care Plan (IICP) will normally be developed where a pupil requires ongoing or specialist intimate care beyond occasional assistance.

The plan should reflect the pupil's individual needs and provide clear guidance for staff while remaining sufficiently flexible to respond to changes in the pupil's presentation or development.

An Individual Intimate Care Plan may be required where a pupil:

- requires regular intimate care;
- requires support with toileting programmes or continence management;
- requires specialist equipment or manual handling;
- has associated medical needs affecting intimate care;
- has identified regulation or safeguarding considerations;
- requires agreed adjustments to routine care arrangements.

The plan should be developed collaboratively with parents or carers and, where appropriate, the pupil, Healthcare Assistant and relevant healthcare professionals. Where an Individual Intimate Care Plan includes arrangements relating to a medical condition or clinical procedure, these elements must reflect the pupil's Individual Healthcare Plan and guidance provided by the Nursing Team or other appropriately qualified healthcare professional. An Individual Intimate Care Plan must not independently establish or amend clinical procedures.

Promoting consistency

Where an Individual Intimate Care Plan is in place, all staff providing intimate care must be familiar with its contents and follow the agreed arrangements unless an emergency or unforeseen circumstance requires an alternative response to protect the pupil's immediate health, safety or dignity.

Consistency is particularly important in reducing anxiety, supporting communication and promoting independence. Staff should therefore seek to provide care in a predictable manner, using agreed routines, communication approaches and levels of support wherever possible.

Reviewing intimate care arrangements

Intimate care arrangements should remain responsive to the changing needs of the pupil.

Individual Intimate Care Plans will therefore be reviewed:

- when a pupil first begins receiving planned intimate care;
- following any significant change in need;
- following a safeguarding or healthcare concern;
- following advice from healthcare professionals where appropriate;
- at least annually as part of routine review arrangements.

Parents and carers will be involved in reviews wherever appropriate, and amendments will be communicated promptly to all relevant staff.

Links with other plans

An Individual Intimate Care Plan should not be viewed in isolation.

Where appropriate, it should complement other documentation, including:

- Individual Healthcare Plans (IHPs);
- Emergency Healthcare Plans (EHPs);
- Individual regulation and other positive support arrangements;
- Individual Risk Assessments;
- Educational Visit Risk Assessments;
- Education, Health and Care (EHC) Plans.

Information should be consistent across all plans to ensure that staff receive clear and coherent guidance.

Professional judgement

While Individual Intimate Care Plans provide important guidance, they cannot anticipate every situation that may arise. Staff are therefore expected to exercise professional judgement where circumstances differ from those described within the plan, provided that any decision:

- protects the pupil's welfare, dignity and safety;
- remains consistent with the principles of this policy;

- is proportionate to the circumstances;
- is reported and recorded where appropriate.

Where uncertainty exists, staff should seek advice from the Healthcare Assistant, Senior Leadership Team or Designated Safeguarding Lead before proceeding wherever this is reasonably practicable.

Section 07

DELIVERING INTIMATE CARE

Communicating clearly. Providing respectful care. Supporting independence.

Intimate care should always be delivered in a manner that protects the pupil's dignity, promotes their independence and maintains the highest standards of safeguarding. Every episode of intimate care should be calm, respectful and person-centred, recognising that pupils may experience varying levels of understanding, communication, anxiety or vulnerability.

Staff should approach intimate care as an opportunity to support wellbeing, communication and the development of self-care skills, rather than simply completing a personal care task. The level of support provided should always reflect the individual needs of the pupil and represent the least intrusive assistance necessary to maintain their health, safety and dignity.

Preparing for intimate care

Before providing intimate care, staff should ensure that they are familiar with any relevant Individual Intimate Care Plan, Individual Healthcare Plan, Emergency Healthcare Plan or associated risk assessment.

Where appropriate, staff should:

- explain what is going to happen using the pupil's preferred communication method;
- allow sufficient processing time for the pupil to respond;
- prepare all necessary equipment before commencing care;
- ensure that the environment is safe, clean and suitable for maintaining privacy;
- use appropriate personal protective equipment (PPE) in accordance with infection prevention procedures.

Care should never be rushed because of competing demands or staffing pressures.

Communication during intimate care

Communication should remain central throughout every episode of intimate care.

Staff should continue to explain each stage of the process, provide reassurance where required and encourage pupils to participate as fully as possible. Many pupils communicate their preferences through behaviour, facial expression, body language, vocalisation, signing or alternative communication systems rather than spoken language alone.

Staff should remain attentive to these forms of communication and adapt their approach accordingly.

Where a pupil appears distressed, anxious or reluctant, staff should pause and consider whether the situation can be managed differently, provided that doing so does not place the pupil's health, safety or dignity at risk.

Promoting independence

Supporting pupils to become increasingly independent is a fundamental aspect of intimate care.

Where appropriate, pupils should be encouraged to undertake aspects of their personal care independently, including preparing equipment, managing clothing, washing, drying, dressing or disposing of continence products according to their individual abilities.

Staff should provide encouragement, appropriate prompting and positive reinforcement while avoiding unnecessary assistance. The level of support provided should be reviewed regularly to ensure that pupils are encouraged to develop increasing independence over time.

Maintaining dignity and privacy

Pupils should be afforded the greatest possible level of privacy while ensuring that appropriate safeguarding arrangements remain in place.

Staff will:

- maintain the pupil's dignity throughout the procedure;
- minimise unnecessary exposure;
- use appropriate changing and toileting facilities;
- respect cultural, religious and personal preferences wherever reasonably practicable;
- maintain a calm and respectful environment.

Intimate care should never be undertaken in a manner that could cause unnecessary embarrassment, discomfort or distress.

Professional conduct

Staff providing intimate care are expected to maintain the highest standards of professional conduct at all times.

This includes:

- maintaining appropriate professional boundaries;
- using only the level of physical contact necessary;
- explaining actions before carrying them out;
- remaining respectful and professional in all conversations;
- ensuring personal mobile phones or recording devices are never used during intimate care;
- reporting any concerns immediately in accordance with safeguarding procedures.

Professional judgement should always be exercised within the framework of this policy and the school's wider safeguarding procedures.

Unexpected situations

While most intimate care is planned, staff may occasionally need to respond to unexpected situations such as toileting accidents, episodes of illness, unexpected soiling or other circumstances requiring immediate assistance.

Where an Individual Intimate Care Plan is not in place, staff should respond using the principles set out within this policy, exercising professional judgement and maintaining the pupil's dignity, safety and wellbeing at all times.

Where appropriate, parents or carers should be informed, the Healthcare Assistant notified where healthcare advice or follow-up may be required, and any significant concerns should be recorded and reported in accordance with school procedures.

Specialist procedures

Some pupils require intimate care associated with complex medical conditions or specialist healthcare procedures.

Such procedures may include, but are not limited to:

- catheter care;
- stoma care;
- gastrostomy (PEG) care associated with personal hygiene;
- specialist continence management;
- other procedures identified by healthcare professionals.

These procedures must only be undertaken by appropriately trained and competent members of staff in accordance with the pupil's Individual Healthcare Plan, specialist healthcare guidance and the school's Medical Needs, Medication and Allergy Safety Policy.

Clinical procedures must be carried out in accordance with the pupil's Individual Healthcare Plan and instructions provided by the Nursing Team or other appropriately qualified healthcare professional. Intimate care arrangements must not alter clinical instructions.

Section 08

TOILETING, CONTINENCE AND PERSONAL HYGIENE

Meeting personal needs. Protecting dignity. Developing self-care.

Riverside Bridge School recognises that pupils requiring support with toileting, continence or personal hygiene have the same rights to dignity, privacy and respect as every other pupil. Personal care needs should never become a barrier to participation in education, learning or wider school life.

Support will always be provided sensitively, professionally and in accordance with the pupil's individual needs. Staff should promote independence wherever possible, encouraging pupils to undertake aspects of their own personal care according to their abilities while providing the least intrusive level of support necessary.

Planned toileting and continence support

Where pupils require regular assistance with toileting or continence management, arrangements will be documented within an Individual Intimate Care Plan and, where appropriate, supported by advice from parents, healthcare professionals or specialist continence services.

Planned arrangements may include:

- scheduled toileting programmes;
- continence product changes;
- support with clothing;
- assistance with personal hygiene;
- skin care arrangements;
- agreed communication strategies;
- promoting increasing independence.

Staff should follow agreed routines wherever possible to promote consistency and reduce anxiety.

Unexpected toileting accidents

Despite careful planning, pupils may occasionally experience unexpected toileting accidents or episodes of incontinence.

When this occurs, staff will respond promptly and sensitively, ensuring that:

- the pupil's dignity is maintained at all times;
- appropriate hygiene procedures are followed;
- clean clothing and continence products are available where required;

- disruption to learning is minimised;
- parents or carers are informed where appropriate.

Where repeated or unusual toileting accidents occur, consideration should be given to whether further assessment, healthcare advice or review of existing arrangements is required.

Personal hygiene

Many pupils require varying levels of support with personal hygiene before, during or following intimate care.

This may include assistance with:

- washing and drying;
- changing clothing;
- hand hygiene;
- oral hygiene where identified within individual plans;
- maintaining skin integrity;
- applying prescribed barrier creams where authorised.

Staff should encourage pupils to participate in these activities wherever possible, recognising that personal hygiene forms an important aspect of independence and Preparing for Adulthood.

Skin integrity and health monitoring

Staff providing intimate care are often best placed to notice changes in a pupil's physical presentation. During routine care, staff should remain observant for any concerns relating to skin integrity, signs of discomfort or changes that may require further attention. Repeated concerns regarding skin integrity, recurrent soreness or deterioration should prompt review of the pupil's Individual Intimate Care Plan and, where appropriate, referral to the Healthcare Assistant and relevant healthcare professionals.

Examples may include:

- redness or soreness;
- pressure areas;
- rashes;
- unexplained bruising or marks;
- broken skin;
- signs of infection;
- indications of pain or discomfort.

Staff must not diagnose or treat medical conditions beyond the limits of their training and competence. Repeated concerns regarding skin integrity, recurrent soreness or deterioration should be reported to the Healthcare Assistant. The Healthcare Assistant will ensure that concerns requiring clinical assessment are escalated to the Nursing Team or other appropriately qualified healthcare professional and that the

Individual Intimate Care Plan is reviewed where operational arrangements need to change. Any concerns should be reported promptly to the Healthcare Assistant and, where appropriate, the Designated Safeguarding Lead in accordance with the school's safeguarding and medical procedures.

Infection prevention and hygiene

High standards of infection prevention and hygiene are essential to protect both pupils and staff.

Staff will:

- follow the school's Infection Prevention and Control Policy;
- use appropriate personal protective equipment (PPE);
- wash hands before and after providing care;
- dispose of clinical and domestic waste appropriately;
- clean equipment and changing areas after use;
- report any shortages of equipment or hygiene supplies promptly.

The school will ensure that suitable facilities, equipment and supplies are available to support safe intimate care practices.

Working in partnership with families

Effective intimate care depends upon close partnership working between home and school.

Where appropriate, parents and carers will be consulted regarding:

- toileting routines;
- continence products;
- skin care products;
- changes in medical or continence needs;
- strategies that promote consistency between home and school.

The school recognises that personal care needs may change over time and will work collaboratively with families to ensure that support remains appropriate, responsive and centred on the needs of the pupil.

Section 09

PUBERTY, MENSTRUAL CARE AND PERSONAL DEVELOPMENT

Supporting development. Respecting privacy. Building independence.

Riverside Bridge School recognises that puberty and adolescence are significant stages in every young person's development. As pupils mature, they may require additional support with personal hygiene, menstrual care and understanding the physical and emotional changes associated with growing up.
The school is committed to ensuring that this support is provided sensitively, respectfully and in a manner that promotes dignity, privacy and independence. Wherever possible, personal care should be viewed as an opportunity to develop self-care skills, increase understanding and prepare pupils for adulthood.

Supporting Personal Development

Support relating to puberty and personal hygiene should reflect the pupil's age, developmental stage, communication abilities and individual needs.
Staff will work closely with parents, carers and, where appropriate, healthcare professionals to ensure that support remains consistent and responsive as pupils develop.
Where appropriate, pupils will be encouraged to develop increasing independence in:

- recognising personal hygiene needs;
- managing clothing;
- washing and drying;
- disposing of hygiene products appropriately;
- requesting assistance when required;
- understanding personal privacy and body awareness.

Support should always be delivered using the pupil's preferred communication methods and at a pace appropriate to their level of understanding.

Menstrual care

Some pupils will require support to manage menstruation safely and with dignity. Where ongoing support is required, arrangements should be discussed with parents or carers and documented within the Individual Intimate Care Plan, ensuring that all staff involved understand the agreed approach.
Support may include:

- changing menstrual products;
- assistance with personal hygiene;
- changing clothing where required;

- monitoring wellbeing where pupils experience discomfort or distress;
- promoting increasing independence where appropriate.

Intimate care associated with menstruation will be provided by a female member of staff. This reflects Riverside Bridge School's commitment to maintaining pupils' dignity, privacy and wellbeing, while safeguarding both pupils and staff.

The only exception to this arrangement will be where an immediate emergency arises and delaying care would place the pupil's health, safety or dignity at risk. In such exceptional circumstances, care may be provided by another appropriately trained member of staff. Any such decision must be proportionate, clearly justified and recorded, with the Senior Leadership Team informed as soon as reasonably practicable.

Relationships, privacy and personal safety

Through the school's curriculum, including Relationships, Sex and Health Education (RSHE) and Preparing for Adulthood, pupils are supported to develop an age-appropriate understanding of:

- personal hygiene;
- body awareness;
- privacy;
- appropriate and inappropriate touch;
- asking for help;
- respecting the privacy of others;
- developing increasing independence.

These learning opportunities complement, but do not replace, the practical support provided through intimate care.

Working in partnership with families

The school recognises that discussions relating to puberty and menstrual care can be sensitive for pupils and their families.

Where ongoing support is required, staff will work collaboratively with parents and carers to ensure that arrangements reflect the pupil's individual needs while remaining consistent with the school's safeguarding responsibilities and operational procedures.

Families will be encouraged to share information about routines, preferred products, communication approaches and any changes in the pupil's needs that may affect the support provided in school.

Section 10

STAFFING ARRANGEMENTS AND SAFEGUARDING DURING INTIMATE CARE

Maintaining boundaries. Protecting pupils. Supporting safe practice.

The delivery of intimate care requires a high level of trust, professionalism and accountability. Riverside Bridge School recognises that intimate care places pupils in a position of increased vulnerability and equally recognises the importance of providing staff with clear guidance that supports safe professional practice and reduces the risk of misunderstanding or allegation.

Intimate care arrangements will therefore always seek to balance pupils' dignity and privacy with appropriate safeguarding measures, ensuring that care is delivered openly, professionally and in accordance with agreed school procedures.

Staffing arrangements

Intimate care will normally be provided by one appropriately trained and authorised member of staff. This reflects the school's operational arrangements and supports the delivery of calm, consistent and person-centred care.

Additional members of staff will only be involved where this is identified through:

- an Individual Intimate Care Plan;
- a medical requirement;
- an individual regulation, positive support or safeguarding risk assessment;
- an identified need to protect the safety of the pupil or staff member.

The presence of additional staff should always be proportionate to the identified need and should not compromise the pupil's dignity or privacy.

Female pupils

Where intimate care is provided to a female pupil, it will normally be undertaken by a female member of staff. This reflects Riverside Bridge School's commitment to maintaining pupils' dignity and privacy while safeguarding both pupils and staff.

The only exception to this arrangement will be where an immediate emergency arises and delaying care would place the pupil's health, safety or dignity at risk. In these exceptional circumstances, care may be provided by another appropriately trained member of staff. Any such decision must be proportionate, clearly justified and recorded, with the Senior Leadership Team informed as soon as reasonably practicable.

Professional boundaries

Staff are expected to maintain clear professional boundaries at all times when providing intimate care. Professional conduct promotes confidence, protects pupils and provides important safeguards for staff.

Staff will:

- explain what they are doing before and during care;
- use the minimum level of physical contact necessary;
- respect pupils' privacy at all times;
- communicate calmly and respectfully;
- remain vigilant to changes in the pupil's presentation or wellbeing;
- work within the limits of their training and competence.

Staff must never:

- undertake unnecessary intimate care;
- use personal mobile phones or recording devices;
- photograph or video pupils during intimate care;
- discuss unrelated personal matters during care;
- use language or behaviour that could undermine a pupil's dignity;
- carry out intimate care in a manner that is inconsistent with this policy.

Openness and transparency

Intimate care should never be carried out in secret.

While pupils' privacy must always be respected, staff should work in a manner that promotes openness and accountability. Wherever reasonably practicable:

- another member of staff should be aware that intimate care is taking place;
- care should take place in designated facilities appropriate for the pupil's age and needs;
- staff should be able to summon assistance promptly if required;
- unnecessary isolation should be avoided.

Privacy should never compromise safeguarding, and safeguarding should never unnecessarily compromise a pupil's dignity.

Safeguarding concerns

Staff providing intimate care are often in a unique position to identify changes in a pupil's physical presentation, communication, regulation or emotional wellbeing. Any concerns arising during intimate care, including unexplained injuries, signs of neglect, disclosures, unusual or unexplained changes in communication, regulation or presentation must be reported immediately in accordance with the school's Safeguarding and Child Protection Policy.

Similarly, any concern regarding the conduct of a member of staff during intimate care must be reported without delay in accordance with the school's Managing Allegations, Low-Level Concerns and Whistleblowing procedures.

Professional curiosity should underpin every episode of intimate care, recognising that seemingly minor observations may be significant when considered alongside other information.

Staff should never assume that injuries or changes in presentation are related solely to intimate care needs without appropriate professional consideration.

Section 11

INFECTION PREVENTION, HEALTH & SAFETY

Preventing infection. Managing risk. Maintaining safe care.

Maintaining high standards of infection prevention and health and safety is an essential component of intimate care. Effective infection control protects pupils, staff and the wider school community, while ensuring that intimate care is delivered safely, hygienically and in accordance with recognised healthcare standards.

All staff providing intimate care are expected to follow the school's Infection Prevention and Control Policy, Health and Safety Policy and moving and handling procedures at all times.

Infection prevention and control

Staff providing intimate care must adopt standard infection prevention precautions during every episode of care, regardless of the pupil's known medical history. This includes:

- performing effective hand hygiene before and after providing care;
- using appropriate personal protective equipment (PPE);
- cleaning and disinfecting equipment in accordance with school procedures;
- disposing of clinical and domestic waste safely;
- managing spillages promptly and appropriately;
- reporting any concerns regarding infection risks to the Healthcare Assistant.

Staff should never compromise infection prevention procedures because of time pressures or operational demands.

Personal Protective Equipment (PPE)

Appropriate PPE will be provided by the school and must be used whenever there is a foreseeable risk of exposure to bodily fluids or other contaminants.

Depending on the activity, PPE may include:

- disposable gloves;
- disposable aprons;
- eye or face protection where there is a risk of splashing.

PPE should be removed and disposed of safely immediately following use before effective hand hygiene is completed.

Equipment and facilities

The school will provide suitable facilities and equipment to enable intimate care to be delivered safely and respectfully.

This includes maintaining:

- appropriate changing facilities;
- accessible toilets and washing facilities;
- changing beds and specialist equipment where required;
- suitable storage for personal care products;
- appropriate clinical and domestic waste disposal facilities;
- readily available cleaning materials and PPE.

Any faults, damage or shortages of equipment should be reported immediately so that remedial action can be taken.

Manual handling

Where intimate care involves moving or supporting a pupil, staff must follow the school's manual handling arrangements.

Staff must:

- use agreed equipment correctly;
- work within the limits of their training;
- follow individual risk assessments;
- seek assistance where specialist equipment or additional support is required.

Unsafe manual handling practices place both pupils and staff at risk and must never be undertaken.

Maintaining a safe environment

The environment in which intimate care is delivered should promote both dignity and safety.

Wherever possible, staff should ensure that:

- facilities are clean, organised and appropriately stocked;
- hazards are removed before care begins;
- emergency assistance can be summoned promptly if required;
- pupils are not left unattended where doing so would place them at risk;
- equipment is checked before use and removed from service if found to be defective.

Maintaining a safe environment is a shared responsibility and contributes to the overall quality and consistency of intimate care provision.

Responding to accidents and incidents

If an accident, injury or unexpected incident occurs whilst providing intimate care, staff should respond promptly to ensure the immediate safety and wellbeing of the pupil.

Where appropriate:

- first aid should be provided by an appropriately trained member of staff;
- medical assistance should be sought where required;
- parents or carers should be informed;
- incidents should be recorded in accordance with school procedures;
- safeguarding procedures should be followed where concerns arise.

Lessons learnt from accidents or near misses will inform future risk assessments, training and practice to support continuous improvement.

Where first aid or emergency treatment is required, staff must follow the school's First Aid Policy and, where applicable, the Medical Needs, Medication and Allergy Safety Policy.

Section 12

RECORDING, INFORMATION SHARING AND CONFIDENTIALITY

Recording proportionately. Sharing appropriately. Protecting privacy.

Accurate recording and effective information sharing are essential to ensuring that intimate care remains safe, consistent and responsive to pupils' changing needs. Appropriate records support continuity of care, inform safeguarding and healthcare decision-making, and provide assurance that intimate care is being delivered in accordance with agreed procedures. The school recognises that intimate care is a routine aspect of daily provision for many pupils. Record keeping should therefore be proportionate, focusing on information that supports pupils' welfare, informs professional practice and meets statutory responsibilities.

Recording intimate care

Routine episodes of planned intimate care do not normally require a detailed narrative record. However, where the pupil's Individual Intimate Care Plan requires a Personal Care Log, staff must record that the care took place, together with the date, time, staff member and any relevant observations. A detailed record must be completed where an incident, concern, injury, change in presentation or departure from the agreed care arrangements occurs.

Records should be completed where:

- an Individual Intimate Care Plan requires recording;
- there has been a significant change in the pupil's presentation or needs;
- skin integrity concerns or injuries are identified;
- an accident or incident has occurred;
- intimate care has differed significantly from the agreed arrangements;
- a safeguarding concern has arisen;
- healthcare advice or intervention has been sought;
- where care could not be provided in accordance with the Individual Intimate Care Plan;
- parents or carers need to be informed of a significant matter.

Records should be factual, objective, completed as soon as reasonably practicable following the event and stored securely in accordance with the school's record management procedures.

Information sharing

Effective communication between staff, parents, carers and relevant professionals is essential to maintaining safe and consistent intimate care arrangements.

Information should be shared on a need-to-know basis and in accordance with the school's confidentiality and data protection procedures.

Where appropriate, information may be shared with:

- parents and carers;
- the Healthcare Assistant;
- the Designated Safeguarding Lead;
- healthcare professionals;
- therapists;

  external agencies involved in supporting the pupil.

Information sharing should always support the best interests of the pupil while maintaining appropriate confidentiality.

Confidentiality

All information relating to a pupil's intimate care must be treated as confidential and handled sensitively. Staff must respect pupils' privacy and should only discuss intimate care arrangements with colleagues who require the information to fulfil their professional responsibilities.

Records relating to intimate care will be stored securely and managed in accordance with the school's Data Protection Policy, Record Retention Policy and UK GDPR requirements.

Safeguarding and professional recording

Where intimate care gives rise to a safeguarding concern, staff must follow the school's Safeguarding and Child Protection Policy without delay. This includes, but is not limited to:

- unexplained injuries or marks;
- changes in communication, regulation or presentation;
- disclosures;
- concerns regarding neglect;
- concerns regarding inappropriate conduct;
- allegations involving staff or other pupils.

Safeguarding records should remain separate from routine intimate care documentation and be managed in accordance with the school's safeguarding procedures.

Learning from practice

Information gathered through routine monitoring, incident reporting, safeguarding concerns, parental feedback and professional discussions will be used to review intimate care arrangements and improve practice across the school.

Where appropriate, learning may inform:

- Individual Intimate Care Plans;
- risk assessments;
- healthcare arrangements;
- staff training;
- policy review;
- wider safeguarding and quality assurance processes.

The school is committed to developing a culture of openness, reflection and continuous improvement, ensuring that learning from practice contributes to safer, more effective and increasingly person-centred intimate care.

Section 13

TRAINING, COMPETENCY AND PROFESSIONAL DEVELOPMENT

Building competence. Supporting staff. Strengthening practice

Riverside Bridge School recognises that high-quality intimate care depends upon knowledgeable, confident and well-supported staff. All staff providing intimate care must be appropriately trained, understand their professional responsibilities and work within the limits of their competence.

Training is viewed as an ongoing process rather than a one-off event. The school is committed to providing regular opportunities for staff to develop their knowledge, maintain competency and reflect upon practice to ensure that intimate care continues to be delivered safely, consistently and in accordance with current legislation and recognised good practice.

Induction and training

All staff who are expected to provide intimate care will receive appropriate induction before undertaking intimate care independently.

Training will be proportionate to each member of staff's role and responsibilities and may include:

- safeguarding and child protection;
- intimate care procedures;
- infection prevention and control;
- moving and handling;
- continence management;
- promoting dignity and independence;
- communication and Total Communication approaches;
- recognising safeguarding concerns;
- medical procedures where appropriate.

Staff must not undertake intimate care procedures for which they have not received appropriate instruction or training.

Competency and professional support

The school recognises that some aspects of intimate care require additional knowledge or practical competence. Where specialist healthcare procedures form part of a pupil's care, staff will receive appropriate training and competency assessment from suitably qualified professionals before undertaking those procedures independently. The Healthcare Assistant will provide ongoing operational guidance and support relating to agreed intimate care arrangements.

Where specialist healthcare procedure or clinical judgement is required, training, competency assessment and clinical advice will be provided by the Nursing Team or other appropriately qualified healthcare professional. Staff are encouraged to seek guidance whenever they feel uncertain or where a pupil's needs change, recognising that asking for advice is an important aspect of professional practice.

Reflective practice and continuous improvement

Riverside Bridge School promotes a culture of reflective practice in which staff are encouraged to discuss professional challenges, share good practice and learn from experience.

Learning may arise from:

- supervision and professional discussions;
- safeguarding reviews;
- healthcare advice;
- parental feedback;
- incident reviews;
- changes in legislation or national guidance.

Where learning identifies opportunities to improve practice, the school will review procedures, provide additional training or amend Individual Intimate Care Plans where appropriate.

Continuous professional development ensures that intimate care remains responsive to pupils' changing needs while supporting staff to work confidently, safely and professionally.

Professional standards

All staff providing intimate care are expected to demonstrate the highest standards of professionalism at all times.

This includes:

- maintaining confidentiality;
- respecting pupils' dignity and individuality;
- working within agreed policies and procedures;
- exercising professional judgement appropriately;
- maintaining professional boundaries;
- contributing positively to a culture of safeguarding, openness and accountability.

The school expects all staff to recognise that the quality of intimate care reflects the wider values of Riverside Bridge School and contributes significantly to pupils' health, wellbeing, safety and preparing for adulthood.

Section 14

MONITORING, QUALITY ASSURANCE AND GOVERNANCE

Reviewing practice. Learning from concerns. Maintaining assurance.

Riverside Bridge School is committed to maintaining high standards of intimate care through effective leadership, quality assurance and continuous improvement. The school recognises that intimate care is a significant aspect of safeguarding and healthcare provision and will therefore monitor practice regularly to ensure that pupils continue to receive safe, dignified and person-centred support.

Monitoring arrangements are intended to promote learning and consistency rather than create unnecessary bureaucracy. The school will use a range of quality assurance activities to identify strengths, address areas for development and ensure that intimate care arrangements remain responsive to the changing needs of pupils.

Operational monitoring

Day-to-day oversight of intimate care arrangements will be undertaken by the Senior Leadership Team in partnership with the Healthcare Assistant and Safeguarding Team.

Operational monitoring may include:

- review of Individual Intimate Care Plans where required;
- observation of practice where appropriate;
- review of incidents, accidents and safeguarding concerns;
- monitoring of training compliance;
- checks of facilities, equipment and resources;
- discussions with staff, parents and, where appropriate, pupils.

Where improvements are identified, appropriate actions will be implemented promptly.

Quality assurance

The school will regularly evaluate the effectiveness of its intimate care arrangements to ensure that practice remains consistent with legislation, statutory guidance and recognised good practice.

Quality assurance activities may include:

- policy reviews;
- safeguarding audits;
- health and safety audits;
- review of the operational implementation of healthcare procedures, with clinical matters referred to the Nursing Team or other appropriately qualified healthcare professional;

- feedback from pupils, parents and carers;
- learning from incidents, complaints and compliments.

The outcomes of quality assurance activities will inform policy development, staff training and service improvement.

Learning from practice

Riverside Bridge School promotes a culture of continuous learning in which staff are encouraged to reflect upon practice and share professional learning.

Where concerns, incidents or safeguarding matters arise, the school will consider whether improvements are required to:

- Individual Intimate Care Plans;
- risk assessments;
- healthcare arrangements;
- training programmes;
- staffing arrangements;
- operational procedures.

Learning will be shared appropriately to strengthen practice across the school while maintaining confidentiality.

Governor oversight

The Governing Board, supported by Partnership Learning, will receive appropriate assurance that effective intimate care arrangements remain in place across the school. This assurance may include information relating to:

- policy compliance;
- safeguarding themes;
- staff training;
- audit outcomes;
- significant incidents or emerging trends;
- improvements implemented following review activities.

Governors will not receive information that identifies individual pupils unless this is necessary to fulfil their statutory responsibilities.

Policy review

This policy will be reviewed annually or sooner where required due to changes in legislation, statutory guidance, operational practice or following significant incidents or learning.

The review process will consider:

- changes in national guidance;
- developments in safeguarding practice;
- healthcare recommendations;
- feedback from staff, parents and carers;
- audit findings and quality assurance activities;
- learning arising from incidents or complaints.

The school is committed to ensuring that this policy continues to reflect current best practice and the evolving needs of Riverside Bridge School.

Section15

COMMITMENT TO HIGH-QUALITY INTIMATE CARE

Protecting dignity. Strengthening trust. Promoting independence.

Riverside Bridge School is committed to providing intimate care that is safe, respectful, compassionate and centred on the individual needs of every pupil. We believe that high-quality intimate care is far more than meeting a physical need; it is an opportunity to promote dignity, trust, communication, independence and wellbeing while strengthening the relationships that enable pupils to feel safe, valued and respected.

We recognise that intimate care requires pupils to place a significant level of trust in the adults supporting them. For this reason, the school expects the highest standards of professionalism, safeguarding practice and personal accountability from every member of staff involved in delivering intimate care.

Through clear procedures, appropriate training, effective partnership working and a culture of openness and continuous improvement, we seek to protect both pupils and staff while ensuring that every episode of intimate care is delivered with sensitivity and respect.

Above all, Riverside Bridge School is committed to ensuring that intimate care promotes each pupil's dignity, protects their rights, supports their health and wellbeing, and contributes positively to their development, independence and preparing for adulthood.

Section 16

RELATED POLICIES & FRAMEWORKS

Connecting practice. Strengthening consistency.

This policy forms part of Riverside Bridge School's wider safeguarding, healthcare and health and safety framework. It should be read alongside the following policies, procedures and guidance, all of which contribute to the safe planning and delivery of intimate care:

- Safeguarding and Child Protection Policy
- Medical Needs, Medication and Allergy Safety Policy
- First Aid Policy
- Health and Safety Policy
- Risk Management and Risk Assessment Policy
- Infection Prevention and Control Policy
- Positive Support Policy
- Restrictive Physical Intervention Policy
- Total Communication Policy
- Educational Visits Policy
- Relationships, Sex and Health Education Policy
- Pupil Wellbeing and Mental Health Policy
- SEND Policy
- Equality, Diversity, Equity and Inclusion Policy
- Accessibility Plan
- Data Protection Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Complaints Policy

These documents should be considered collectively to ensure that intimate care is delivered safely, consistently and in a manner that promotes pupils' dignity, wellbeing and educational participation.

Operational documentation

The operational forms and records supporting this policy are maintained separately to ensure that current versions can be updated and used consistently without requiring amendment to the overarching policy. These include the Individual Intimate Care & Personal Support Plan, Personal Care Log and Significant Intimate Care Incident Record. Operational documents may be amended where necessary provided that they remain consistent with this policy, safeguarding requirements and relevant healthcare guidance.