The New Walk School *Bespoke support. Brighter futures.*

Intimate Care and Toileting Policy

The New Walk School policy framework

Policy	Intimate Care and Toileting Policy	**Version**	V1
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Policy owner	Headteacher	**Approved by**	Directors of The New Walk School Ltd

1. About The New Walk School

The New Walk School is an independent specialist day school for pupils aged 7 to 19 who have Social, Emotional and Mental Health (SEMH) needs, autism spectrum conditions, learning difficulties and communication difficulties. The school is located on New Walk in Leicester — a setting with a long-standing association with academic life — and is operated by The New Walk School Ltd, a Company Limited by Guarantee.

The majority of our pupils hold an Education, Health and Care Plan (EHCP) and many have experienced previous educational placements that did not meet their needs. Our offer combines a broad academic curriculum with an in-built therapeutic provision rooted in the PACE model — Playfulness, Acceptance, Curiosity and Empathy — developed by Dr Dan Hughes. PACE is a relational approach designed to build trust, regulate distress and create the safety from which learning can take place. It informs how every adult in the school speaks to, listens to and works with our pupils.

2. The PACE therapeutic model in practice

Intimate care is a moment of vulnerability. PACE shapes every interaction so that the pupil feels accepted, never shamed, and always met with calm warmth:

- Playfulness — staff use a light, warm tone to reduce shame and de-escalate distress, using humour appropriate to the pupil and the moment.
- Acceptance — pupils' feelings and inner experiences are accepted unconditionally, even where specific behaviours are not. Acceptance is communicated before any limit is set.
- Curiosity — staff seek to understand the meaning behind a pupil's behaviour rather than reacting to its surface, asking 'what is this telling me?'
- Empathy — staff name and stay with the pupil's emotional experience, communicating that the pupil is not alone with what they feel.

PACE is not a behaviour-management tool layered on top of practice; it is the relational foundation from which all other aspects of the school operate.

3. Scope and definition

Intimate care includes any care which involves washing, touching, changing or carrying out a procedure that the pupil cannot do for themselves and that involves intimate parts of the body. This includes: continence support and toileting assistance; menstrual hygiene support; assistance with dressing and undressing; and supervised showering after physical activity.

4. Principles

- Every pupil has the right to dignity, privacy and respect during intimate care.
- Staff approach intimate care with calm, matter-of-fact warmth.
- Wherever possible, the pupil is supported to take an active role in their own care.
- The pupil's preferences (e.g. preferred staff member, preferred language, sensory considerations) are recorded and respected.
- Intimate care is delivered by trained, named staff, using a recorded plan agreed with the pupil and family.

5. Intimate Care Plans

Where a pupil requires regular intimate care, an Intimate Care Plan is produced jointly with the pupil, family, SENCO and (where relevant) the school nurse. The plan is reviewed at least annually and after any change in need. It specifies: the type of care; named staff; the routine; the location; equipment; communication; and what to do if the pupil declines or becomes distressed.

6. Safeguarding considerations

All intimate care is delivered in line with the Safeguarding Policy and KCSIE. Where reasonably possible, intimate care takes place with a second adult present or within hearing distance, balanced against the pupil's dignity. Any concerns arising during intimate care are reported to the DSL the same day. Staff working in intimate care follow the Staff Code of Conduct and the Safer Working Practice guidance.

7. Continence and menstrual support

The school holds spare clean clothing, sanitary products, gloves, wipes, plastic bags and disinfectant in named, accessible locations. Free menstrual products are available to all pupils who need them, in line with the DfE Period Product Scheme.

8. Reasonable adjustments

For pupils with sensory sensitivities, communication differences or trauma histories, intimate care is adjusted to minimise distress. This may include: visual schedules of the routine; use of preferred language; sensory-considered products; choice of two preferred staff members; and an agreed exit signal the pupil can use to pause the routine.

9. Training and support for staff

Staff who deliver intimate care receive role-specific training, including manual handling, infection control, safeguarding, and PACE-informed relational skills. Staff are also supported through reflective practice and have access to clinical supervision where appropriate.

Monitoring and review

This policy is reviewed annually by the Headteacher in consultation with the senior leadership team and the Directors of The New Walk School Ltd. It will be reviewed earlier where there is a material change in legislation, statutory guidance or the operational needs of the school. The most recent version is held on the school's policy register and is made available to parents, carers and staff on request.

Linked policies and documents

This policy should be read alongside the school's wider policy suite, including: Safeguarding and Child Protection; SEND; Behaviour and Relationships; Anti-Bullying; Equality, Diversity and Inclusion; Health and Safety; Curriculum; and Complaints.