



Whitley Memorial C of E Primary School Intimate care and Toileting Policy

CONTENTS

- 1) Aims of the policy
- 2) What is intimate care?
- 3) Practicalities
- 4) Definition of being toilet trained
- 5) SEN and Inclusion
- 6) Resources
- 7) Toileting in the Early Years
- 8) Procedure for Intimate Care in the Early Years Phase
- 9) Procedure for Intimate Care in Key Stages 1 & 2
- 10) Parental responsibility
- 11) Staff Responsibilities
- 12) Safeguarding

1.Aim of policy

This policy aims to clarify the school's position on Intimate Care and toileting and sets out how appropriate provision will be made to support the needs of all pupils and ultimately their full inclusion in school. At Whitley Memorial C of E Primary School we are committed to safeguarding and promoting the welfare of children and young people. We are committed to ensuring that all staff responsible for the Intimate Care of young children will undertake their duties whilst adhering to our Intimate Care procedures and in a professional manner at all times.

The management of all children with intimate care needs will be carefully planned. Wherever possible staff will adopt a hands-off approach but recognise that there will be situations where this is not possible. This might be situation whereby a child has an accident or is unwell. These will be the exceptions rather than the rule and as such would come under the Whitley Memorial's duty of care to a child whilst acting in loco parentis. On these occasions staff will follow the guidance laid out in this document to protect both the child and staff member.

2. What is 'Intimate care'

Intimate care is defined as any care which involves washing, touching or carrying out an invasive procedure that most children and young people carry out for themselves, but which some are too young to or are unable to do. Intimate care tasks are associated with bodily functions, body products and personal hygiene that demands direct or indirect contact with, or contact with intimate personal areas. Examples include support with dressing and undressing (underwear), changing incontinence pads and nappies, helping someone use the toilet or washing intimate parts of the body, cleaning a pupil who has soiled him/herself or vomited.

It is also associated with other accidents that may require a child to remove their clothes. These include changes required as a result of water play, messy play, sickness and weather. Very young or disabled pupils may be unable to meet their own care needs for a variety of reasons and will require regular support.

3. Practicalities

It is generally expected that most children will be toilet trained and out of nappies before they begin at school or nursery. However, we recognise that children will join our school, having reached differing levels of independence and development in toileting and self-care. Therefore, it is inevitable that from time to time some children will have accidents and need to be attended to.

In addition to this, an increasing number of children and young people with disabilities and medical conditions are being included in mainstream settings. A significant number of these pupils require adult assistance for their personal and intimate care needs. In order to help the children to become aware of their bodily needs and respond to them in time, those who wish to go to the toilet are always allowed to go.

Although they are encouraged as they progress through the school to use the toilet during break times, children in the EYFS have access to the toilet whenever they need to and are encouraged to be as independent as is age and developmentally appropriate. They are reminded at regular times to go to the toilet and are also encouraged to wash their hands after the toilet.

4. Definition of being toilet trained

"A child is considered to be toilet trained when he or she normally initiates going to the bathroom and can adjust clothing necessary to urinate or have a bowel movement. He or she is also self sufficient when going to the toilet, pulling pants up and down, wiping, flushing and washing hands" The school recognises that some very young pupils, disabled pupils or pupils with medical needs may be unable to meet their own care needs for a variety of reasons and will require regular support.

5. SEN and inclusion

The school recognises that some children and young people with disabilities and medical conditions may require further adult support and assistance for their personal and intimate care needs. If a child is not toilet trained because of a disability, his/her rights to inclusion are additionally supported by the SEN & disability act 2001 & part 1V of the Disability Discrimination Act 1995. If a child's toileting needs are substantially different than those expected of a child his age, then the school will agree to a toileting programme for their child. Pupils who are not toilet trained due to a disability or identified medical need and may be in nappies will have an Intimate Care Plan in place (see appendix 1) and an identified person who will change them (and this can include using wet wipes). **In Key**

Stage 1 and above this person will always be accompanied by another member of staff for safeguarding purposes. In EYFS this will be specific to the child's needs agreed in the care plan.

Parents will be invited to meet with our Welfare Assistant and the SENCO to create the Intimate Care Plan. A review date will be agreed and the school may decide to seek further advice or make a referral to the School Nurse or other professional. Parents will be informed if their child has soiled themselves or phoned if it is felt necessary.

6. Resources

Staff will be provided with disposable protective gloves and aprons to use when they are involved in Intimate Care. For pupils who have a medical condition or have an additional need the school will expect parents to provide a supply of the equipment needed to support their child such as spare nappies and/or wipes which will be used specifically for their child. The school is not able to provide these due to allergies. For the odd accident which pupils may have the school has a small supply of spare clothing which can be provided for parents. These should be washed and then returned to the school via the school office.

7. Toileting and the Early Years Phase

Curriculum guidance for the Foundation Phase is clear that the role of the adult involves supporting the child's whole development, particularly their Personal, Social and Emotional development including supporting the transition between settings. One of the Foundation Phase Outcomes for children to achieve by the end of the Early Years is to dress and undress independently and manage their own personal hygiene. Our expectation is that the vast majority of our pupils, unless there is a specific circumstance, will manage their own personal hygiene and be able to wash and dry their hands as well as go to the toilet independently. Where the school feels that a parent may need support with toilet training their child, a discussion will be had regarding a referral to the School Nurse who will be able to provide advice to parents on how to proceed with toilet training. We recognise that children in the Early Years may;

- Be fully toilet trained.
- Be fully toilet trained at home but prone to accidents in a new setting.
- Be on the point of being toilet trained but require reminders and encouragement.
- Not be toilet trained at all but likely to respond quickly to a well-structured training programme instigated by parents at home.
- Be fully toilet trained but have serious disabilities or learning difficulties.
- Have delayed the onset of full toilet training in line with other developmental delays but will probably master these skills during the Foundation Stage.
- Have an additional Special Educational Need which makes it unlikely that they will be toilet trained during the Foundation Stage.

8. Procedure for Intimate Care in Early Years

In all cases of wetting/soiling where there is not an additional need or an identified medical need the child's parent / carer will be informed at the end of the day. We will change children for odd

'accidents' . School staff will ensure that the child is supported to be as independent as possible to clean and change themselves, but we will ensure they are comfortable and supported.

If a child soils themselves:

- We will help them change out of soiled clothing.
- We will guide them to 'wipe' themselves clean. If children are unable to clean themselves sufficiently then they will be supported by a known adult that is DBS checked.
- We will assist the child to re-dress into clean clothing.
- Wrap the soiled clothes in a plastic bag and give it to parents to take home.

9. Procedure for Intimate Care in Key Stage One and Two.

Any child in these phases that does not have an additional need or a medical condition that the school has been informed of, that soils or wets will not be changed by a member of staff. However, we will supply wet wipes, clean clothes (to the best of our ability out of the 'spares box') and the child will be able to get changed in a toilet cubicle. We will ensure that soiled clothes are sent home at the end of the school day in a bag.

10. Parental responsibility

Prior to starting school, prospective parents will be reminded of the schools' expectation that pupils should be toilet trained before they start school. We expect that parents/carers will inform us of any medical condition which may impact their child's toilet training and use of the toilet. It will also include a sharing of this policy during parent's induction meetings in school if requested. If a child is not fully toilet trained before starting school, the parents /carers must inform the school prior to joining. A meeting will then be arranged prior to a start date being given. The child's needs will be discussed and reasons for the child not being fully toilet trained will be recorded. Parents will be asked to provide a complete set of spare clothes and baby wipes for their child's use in school. If soiling incidents are frequent, school staff will request a further meeting to be arranged and the school may need to access further services such as the School Nurse and Social Care to provide additional support. It is essential that parents / carers recognise they are responsible for any training / changing routines for their child. School is not responsible for toilet training a child but can support pupils who have an identified medical condition or a disability.

11. Staff responsibilities

- Our intention is that the child will never be left in soiled clothing, as soon as a member of staff is aware of the situation, she/he will support the child with intimate care.
- In EYFS the member of staff supporting intimate care will inform another member of staff to ensure they are within the vicinity/hearing distance. Our toilet areas are connected to our Green Room and have open doors.
- The member of staff responsible will check the child regularly and ensure that he/she is clean.
- Staff will undertake tasks associated with supporting children to change and to use the toilet.

- We will treat all incidents where a child soils, with dignity and respect for the child. Staff will talk to the child and talk to them about the support they are being given. Correct terminology will be used for body parts.
- Parents will always be informed if a child has wet or soiled themselves at the end of the day.
- In Key Stage 1 and 2 children without additional need will change and clean themselves in a toilet cubicle after being provided with clean clothes and wipes.
- For a child with SEN or medical need staff will follow the care plan agreed with the SENCO and parents.

12. Safeguarding

Child Protection and Multi-Agency Child Protection procedures will be adhered to at all times. All members of staff carrying out intimate care procedures have enhanced DBS. Students on placement within the school will not be involved with intimate care. It is not appropriate for volunteers to carry out intimate care procedures. If a child makes an allegation about a member of staff, this will be investigated in accordance with agreed school procedures.

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