



# Intimate Care Policy



## 1. INTRODUCTION AND AIMS

Acorns Primary School is committed to providing an inclusive environment where all children are supported to learn and develop well, are kept healthy and safe, and are prepared for their future progress (Early Years Foundation Stage Statutory Framework). Our practice is underpinned by The Stour Federation's Safeguarding and Child Protection Policy. We aim to promote good health, including oral health, and ensure that intimate care routines are never rushed, but are instead positive and reassuring experiences that support emotional wellbeing. This policy draws on the Warwickshire LA Intimate Care and Nappy Changing Framework (May 2025) and guidance from ERIC, The Children's Bowel & Bladder Charity.

## 2. LEGAL FRAMEWORK AND GUIDING PRINCIPLES

This policy is developed in accordance with:

- The Early Years Foundation Stage (EYFS) Statutory Framework, specifically Section 3 – The safeguarding and welfare requirements.
- The Stour Federation's Safeguarding and Child Protection Policy (2025-26), which sets out comprehensive procedures for safeguarding children across the Trust.
- The Equality Act 2010, which regards continence as a "normal day-to-day activity" and requires "reasonable adjustments" for disabled persons.
- The Children and Families Act 2014, requiring schools to make arrangements for supporting pupils with medical conditions, ensuring equal opportunities.
- Warwickshire Early Years Quality Inclusion SEND and Safeguarding Team guidance.

Our guiding principles are:

- **Respect and Dignity:** Children are treated with sensitivity, using their names and maintaining eye contact to ensure they feel valued.
- **Learning Opportunities:** We recognise nappy changing as a valuable opportunity to build trusting relationships and support language development through meaningful back-and-forth interactions.
- **Independence:** We follow the "Let's Go Potty" three-step approach (Preparation, Practice, and Stopping Nappies) to support the development of self-care skills.
- **Partnership with Parents:** We apply "professional curiosity and judgement" when accommodating cultural preferences (such as specific products or methods) to ensure they are balanced with safeguarding considerations.

## 3. RESPONSIBILITIES

As a school within The Stour Federation, we commit to:

- Work with the whole school community to ensure access to clean, well-stocked, private, and hygienic toilets and changing facilities for all children. Our EYFS building has three toilet cubicles with child-sized toilets, which have locking doors, and the doorway to the toilets is open.

- Work with children and parents/carers to promote bladder and bowel health and maximum possible continence.
- Ensure that an Individual Care Plan is written for children who are not able to be fully continent to clarify and meet their needs. The child will be included in discussions about the care plan, unless clearly inappropriate, as will their family and relevant healthcare professionals (e.g., Health Visitor, school nurse, IDS Specialist Teachers). The care plan will be reviewed at least annually or sooner if needs change.
- Ensure that anyone who undertakes intimate care is an employee of the school and has had appropriate safeguarding checks (Enhanced DBS).
- Ensure that sufficient staff are named on care plans and available to provide required support in all foreseeable circumstances. Only those staff named on the individual care plan will be involved. If, in exceptional circumstances, none of the named staff are available, we will contact the family for consent to involve a different member of staff.
- Undertake intimate care that has not been agreed with parents/carers only in an emergency. This act would be reported to a senior member of school staff and to parents/carers as soon as possible, with reasons and care documented by the staff member.
- Keep a written record of all support with intimate care, including date, time, who was present, any deviations from the care plan and the reason, and any changes in the child's behaviour or appearance, reported to a senior member of staff in line with safeguarding policy.
- Communicate carefully with children, using their usual communication method, to discuss their needs and preferences, taking wishes into account wherever possible.
- Take into account the religious views, beliefs, and cultural values of the child and their family, as well as the child's individual physical needs (e.g., catheterisation, stoma care) as far as possible.
- Work with all children to promote positive self-esteem and body image and independence with self-care.
- Ensure that all staff are aware of the need for confidentiality; personal and sensitive information will only be shared with those who need to know.
- Act according to our safeguarding policy and procedures if there are any concerns for the child's well-being.

### **Governor Responsibilities**

The Local Academy Council Governors for our school will:

- Ensure there are appropriate toileting facilities to meet the needs of all their learners, including those with bladder and bowel health issues.
- Ensure that sufficient staff are trained to meet the needs of their learners.
- Ensure that this policy is monitored and reviewed at least every three years.

### **Parent/Carer Responsibilities**

Parents/carers must ensure that they:

- Provide all relevant information to school as soon as possible so that their child's needs can be met, including the nature of their child's needs, details of any healthcare professionals involved, and any changes in medication, care, or condition.
- Work towards their child achieving the maximum possible level of independence at home.
- Work with school to develop and agree on an Individual Care Plan, which is reviewed annually.

- Make sure that school always has the required equipment available for their child's intimate care or toileting needs (e.g. labelled nappies, wipes and creams.)
- Ensure that school always has their emergency contact details.

### **Learner Responsibilities**

Children are encouraged to:

- Respect the toileting space and others' use of that space and right to privacy.
- Let school staff know if there is a problem with the toileting/intimate care spaces.
- Be as involved as possible in their intimate care and with their care plan.
- Let school staff know when they need assistance.
- Let their parent/carer or a trusted member of school staff know if they have any concerns or feel uncomfortable at any time.

## **5. PROCEDURES FOR INTIMATE CARE AND NAPPY/PULL-UP CHANGING**

### **Before a child starts:**

- **Information Gathering:** We gather comprehensive information from parents/carers regarding the child's routines, behaviours, difficulties, anxieties, successful strategies used at home, and any religious/cultural sensitivities. We agree terminology for body parts and functions.
- **Professional Input:** We seek information from other professionals involved (e.g., Health Visitor, School Nurse, IDS Teaching & Learning) as appropriate.
- **Individual Care Plan:** For children with identified intimate care needs, an Individual Care Plan (using the template below) will be developed in partnership with parents/carers and relevant professionals. This plan ensures staff responsibilities, training, parental responsibilities, and adaptations are clear.
- **Clothing:** Parents/carers are asked to ensure children wear easily manageable clothing (e.g., elastic waists) for independence. They are also asked to provide spare clothing, which is kept on their peg and replenished when required. It is the responsibility of parents to then deal with wet or soiled clothes.

### **During intimate care (dignity, privacy, hygiene, staff numbers, communication):**

- **Dignity and Privacy:** Intimate care will be carried out discreetly, calmly, and swiftly, respecting the child's privacy. Our EYFS building has child-sized toilet cubicles with locking doors. When a child requires intimate care, especially for nappy/pull-up changing, the cubicle door will be kept open for safeguarding purposes. The child and adult will not be in a locked/closed cubicle together. Instead, to help protect/respect the child's dignity and privacy, the adult shall position themselves in the doorway, crouching, kneeling, or seated on a small chair, acting as a screen between the child and others.
- **Location:** Intimate care (including changing) will take place in the existing toilet areas. We encourage the use of pull-ups so children can be changed standing, respecting the child's increasing independence. To ensure compliance with EYFS requirements for suitable hygienic changing facilities for all children in nappies, including those who cannot be changed standing (e.g., due to age, size, or mobility needs), the existing toilet area is equipped with a hygienic, dedicated changing mat/surface which is cleaned and sanitised immediately after use. Children will not be changed in teaching or public areas or in any location used for the preparation of food and drinks.

- **Staffing:** The process of changing a nappy or toileting a child should not normally raise child protection concerns, and there are no regulations that require two members of staff to be available. However, if there is a known risk of allegation, a child is subject to Child Protection procedures, or there is a risk of challenging behaviour, then a second member of staff will be involved. The open-door policy supports this single staff member approach while mitigating risks and balancing dignity. Staff will avoid being completely alone with a child during care routines by ensuring that another adult is present in the main room. There is no door separating the toilet area from the main classroom and consequently, the second member of staff will always be with hearing distance of the toilets and often within view.
- **Communication and Consent:** Staff will use age-appropriate language. For children with communication difficulties, visual cues (photos, symbols, signs, Picture Exchange), as well as sequencing cards, will be used to reinforce routines. Staff will actively support consent by asking the child questions such as “Can I change your nappy?” and describing what is happening (e.g. “Now we will put on the new nappy!”) as part of the routine.
- **Encouraging Independence:** Children will be encouraged to be as independent as possible, using self-help skills. Successes will be rewarded with praise, encouragement, or preferred activities.
- **Access to Toilets:** Children are allowed to go to the toilet when they need to, without undue pressure to go quickly or at set times. Our toilet cubicles are unlocked at all times for child access.

# EVERY NAPPY CHANGE IS AN OPPORTUNITY FOR LEARNING, CONNECTION AND DEVELOPMENT



## Managing accidents:

- Accidents will be managed discreetly, calmly, and swiftly, avoiding any reprimand or shaming of the child.
- Staff will provide wipes for unexpected accidents. However, parents are requested to supply their child's own wipes, nappy sacks, and pull-ups for children not yet toilet trained.
- Spare clothing for Nursery and Reception children is kept on their peg and replenished by parents as needed. In line with EYFS welfare requirements, Acorns Primary School also maintains a discrete, adequate backup supply of clean, communal spare clothing for use in emergencies when a child's personal supply is unavailable or insufficient. Paper slips are sent home to advise parents of items that need replenishing, request the washing and return of any clothing items borrowed from school and to inform parents where additional supplies of nappies/pull-ups, wipes or nappy sacks are required.

## Dealing with soiled clothing and waste:

- Soiled clothes will be placed in a tied plastic bag and placed in the child's bag to go home at the end of the session/day.

- Used nappies/pull-ups will be double-wrapped in nappy sacks and placed in a covered, foot-pedal-operated bin with a disposable liner, emptied at least once a day. Nappy waste is not regarded as clinical waste.

## **6. CHILDREN WITH SEND/MEDICAL CONDITIONS**

- For children with Autistic Spectrum Condition, routines and visual sequences will be built upon, and liaison with parents/carers is vital to agree on routines and cues.
- For children with complex or long-term medical conditions, a written healthcare plan will be drawn up with parents and health professionals, identifying staff responsibilities, training needs (e.g., manual handling), adaptations, and equipment.
- The Stour Federation recognises the additional vulnerabilities of children with SEND.
- The child's voice is crucial, especially for long-term needs, ensuring they feel in control of their personal care and can communicate their preferences and concerns.

## **7. SAFEGUARDING AND WHISTLEBLOWING**

All staff follow the school's safeguarding and whistleblowing procedures to maintain a transparent environment. Any concern that an adult has acted inconsistently with the Staff Code of Conduct is reported to the Headteacher. We consult Social Care for any toileting arrangements involving a child with a Child Protection Plan.

## **8. HEALTH AND SAFETY**

We adhere to Infection Control standards, using disposable gloves and aprons for every change. This policy links to our Environmental Sustainability Policy regarding the disposal of products. Risk assessments are completed for all intimate care activities and reviewed regularly.

## **9. STAFF TRAINING AND SUPPORT**

The Stour Federation is committed to continuous professional development and ensures all staff undergo rigorous and ongoing safeguarding training. All staff receive induction training covering emergency evacuation, safeguarding, child protection, and health and safety issues, including intimate care procedures. They are trained to understand the Trust's safeguarding systems, their responsibilities, and how to report concerns using CPOMS. Ongoing training and professional development opportunities are provided to ensure a quality workforce. This includes specific training for DSLs every two years and paediatric first aid (PFA) for at least one person on premises at all times. Staff are encouraged to discuss any issues, particularly concerning children's development or well-being, during supervision.

## **10. RECORD KEEPING**

Records related to intimate care, including individual care plans, risk assessments, and daily care logs, will be maintained securely and confidentially (see Appendix 1 and Appendix 2). All safeguarding concerns, discussions, and decisions made, and the reasons for those decisions,

must be recorded in writing, primarily using CPOMS. These records are accessible to those with a right or professional need to see them. Parents/carers are given access to records about their child, subject to data protection exemptions. The Stour Federation adheres to the Data Protection Act (2018) and the General Data Protection Regulation (2018), ensuring that information sharing for safeguarding purposes is lawful and secure. Consent is not required to share information if a child is suffering, or at risk of, serious harm. Records are retained for a reasonable period after a child leaves and child protection files are transferred promptly and securely to a new school within 5 days for in-year transfers.

## **11. RELATED DOCUMENTATION**

This policy should be read in conjunction with the following related documents:

- Early Years Foundation Stage Statutory Framework.
- The Stour Federation Safeguarding and Child Protection Policy (and associated policies).
- Warwickshire Guidance on Special Toileting Needs.
- Guidance for Schools and Nurseries from ERIC The Children's Bowel & Bladder Charity.

Other relevant policies:

- The Stour Federation Whistleblowing.
- The Stour Federation Managing Medical Needs in School Policy.
- The Stour Federation First Aid Policy.
- The Stour Federation Health and Safety Policy.
- The Stour Federation Inclusion Policy.
- The Stour Federation Staff Behaviour Policy (Code of Conduct).



