



Intimate Care Policy

1. Aims

- To safeguard the rights and promote the welfare of children.
- To provide guidance and reassurance to staff whose role includes intimate care.
- To assure parents that staff are knowledgeable about personal care and that their individual concerns are considered.
- To remove barriers to learning, protect from discrimination and to ensure inclusion for all children.

'Care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demands direct or indirect contact with, or exposure of the sexual parts of the body.'

2. Definition of Intimate Care:

2.1. Intimate care tasks specifically identified as relevant include:

- Dressing and undressing (underwear).
- Helping someone use a potty or toilet.
- Changing nappies.
- Supporting with using the toilet / wiping / washing intimate parts of the body
Supporting with having a wash and change of clothes when children have an accident

3. Definition of Personal Care

'Although it may involve touching another person, it is less intimate and usually has the function of helping with personal presentation'.

3.1. Personal care tasks specifically identified as relevant include:

- Supporting with eating and drinking
- Administering oral medication.
- Hair care.
- Dressing and undressing (clothing).
- Washing non-intimate body parts.

- Prompting to use the toilet.

4. General practice principles:

4.1. Children's intimate care needs are not seen in isolation or separated from other aspects of their lives. Staff encourage them to participate in their own intimate or personal care. . Intimate care can take substantial amounts of time; at Ripley Court there is an emphasis on this being a positive experience for the child/young person and for their parents/guardians. The School believes it is essential that every child/young person is treated as an individual and that care is given as gently and as sensitively as possible. The child/young person will be encouraged to express choice and to have a positive image of their body.

4.2. Staff should consider the following principles:

- Children/young people have a right to feel safe and secure.
- Children/young people have a right to an education and schools have a duty to identify and remove barriers to learning and participation for pupils of all abilities and needs.
- Children/young people should be respected and valued as individuals.
- Children/young people have a right to privacy, dignity and a professional approach from staff when meeting their needs.
- Children/young people have the right information and support to enable them to make appropriate choices.
- Children/young people have the right to be accepted for who they are, without regard to age, gender, ability, race, culture or beliefs.
- Children/young people have a right to express their views and have them heard. Schools must have complaints procedures that children and young people can access.
- A child/young person's Intimate/Personal care plan/Education Health Care Plan should be designed to lead to independence.

5. Working with parents and guardians:

5.1. Parents/guardians will be involved with their child's intimate care arrangements on a regular basis. The needs and wishes of children and parents/guardians will be carefully considered alongside any possible constraints and best practice guidelines provided by Surrey County Council and the Department for Education. Where doubt or questions arise, further advice will always be obtained from appropriate professionals. School staff will meet with parents/guardians and the pupil prior to starting school, to discuss the care plan and meet the staff who will be involved in providing the intimate/personal care.

6. Toilet Training

6.1. Starting at an early years setting is always an important and potentially challenging time for both children and their parents/guardians, it is also a time of growth and very rapid developmental change for all children. As with all developmental milestones in the Early Years Foundation Stage (EYFS), there is

wide variation in the time at which children master the skills involved in being fully toilet trained. For a variety of reasons children may:

- Be fully toilet trained
- Have been fully toilet trained but regressed for a little while due to the excitement and stress of starting at a setting
- May be fully toilet trained at home but have accidents in the setting, or vice versa
- May be nearly there but needs some reminders and encouragement
- Not toilet trained, but responds well to a structured toilet training process
- Be fully toilet trained but has a serious disability or learning difficulty
- May have development delays but with additional support will master these skills
- Have SEND and might require help with some or all aspects of personal care

6.2. If a pupil soils themselves, the teacher and parents/guardians will be informed.

6.3. Every staff member who changes a child who soils themselves will be trained in safeguarding procedures. They will inform another member of staff that they are going to change a child. They will wear gloves when changing a child.

6.4. Where a staff member provides intimate care to a pupil, a written record will be made.

7. Cross gender care

7.1. Male and female staff members may be involved in intimate/personal care tasks. Parents/guardians and/or pupils may request the same gender staff to attend to toileting or other intimate needs; an emergency plan needs to be agreed if there are human resource restrictions that prevent their requests from happening.

8. Links with other agencies

8.1. Children and young people with specific care needs or disabilities will be known to a range of other agencies. It is the SENCo's role to liaise with external agencies involved in the care or welfare of individual children/young people, with support from parents.

9. The protection of children

9.1. Ripley Court School's Safeguarding and Child Protection procedures will be accessible, and adhered to, by all staff.

9.2. If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. they will immediately report concerns to the Designated Safeguarding Lead (DSL) in accordance with the School's Safeguarding & Child Protection Policy

9.3. All Ripley Court Teaching staff have received training in Female Genital Mutilation (FGM) Awareness. FGM is illegal in England and Wales under the FGM Act 2003. It is a form of child abuse and violence against women. Teaching staff are under a mandatory duty to report 'known' cases of FGM in under 18s which they

identify in the course of their professional work to the Police. Further information is available in the School's Safeguarding and Child Protection Policy.

- 9.4. If a member of staff is concerned about a child's actions or comments whilst carrying out the personal care procedure, this will also be recorded via CPOMS and discussed with the DSLs.
- 9.5. The guidelines from this policy will be adhered to in cases where a child might have had an isolated 'accident' at School or where there is a need for daily care. In all cases, staff will administer Intimate Care and the parent/guardian will be informed.

Compiled by: Head of Little Court (including Nursery)	Revision Number: 4 (Autumn Term 2025)
Approved by: Headmaster	Next Revision date: Autumn Term 2026

Revision History Table

Revision Number	Section/Paragraph number	Amendments
4 – Autumn 2025	Whole document	References to 'we' or 'our' amended to 'The School' or 'its' in line with standard policy style
	2	Final 2 bullet points added
	3.1	Bullet point 1 – change 'feeding' to 'Supporting with eating and drinking'
	4.1	Rewritten to change emphasis in line with EYFS framework 2025
	6.4	Requirement to keep record for 12 months removed.
	9.2	Reference to Safeguarding & Child Protection Policy added.

APPENDIX 1

Toilet Training Protocol

10. Introduction

10.1. At Ripley Court, no child will be excluded from participating in the Nursery who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. Toilet training is seen as a self-care skill that children have the opportunity to learn with the full support of the adults.

11. Aim:

11.1. The aim of this policy is to ensure that children's needs whether they are in nappies, potty training or are using the toilet are consistently met.

12. Objectives

- To ensure good hygiene practices are followed.
- To keep children comfortable and clean.
- To build children's confidence and self-esteem when using the toilet or having their nappy changed.
- To ensure parents/carers work together with the Nursery staff and provide the necessary items to support with children's nappy changes or toilet training.

13. EYFS key themes and commitments

13.1. These procedures are written in line with current guidance, Early Years Foundation Stage – (EYFS). The Nursery Manager is responsible for ensuring all staff understand and follow these procedures.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.2 Partners as parents. 2.4 Key Person.	3.2 Supporting every child	4.4 Areas of learning and development.

14. Guidelines for Implementation:

14.1. Nappy Changing:

- Changing areas are warm and there are safe areas to lay young children if they need to have their nappy changed.

- Each young child has their own named basket to hand, with their nappies or 'pull ups' and wipes, which are provided by the parents. If a child requires any creams to be applied, this must also be provided by the parent/carer and a creams and lotions form must be filled in.
- All staff are provided with training so that they are familiar with the safety and hygiene procedures, and carry these out when changing nappies. Gloves and aprons are put on before changing starts. The change mat is cleaned after every use.
- Children should be encouraged to wash their hands after nappy changing.
- Nappies and 'pull ups' are disposed of hygienically.
- In addition, staff ensure that nappy changing is relaxed and a time to promote independence in young children.
- A nappy changing record sheet will be filled out after each change.

14.2. Toilet Training:

- If the child is new to the setting, then toilet training will not be started for at least the first two weeks after starting to allow the child to become familiar with staff and the setting.
- Before toilet training begins, a meeting will be held between the child's key person and the parents to ensure continuity between home and school.
- When children are toilet training, we would recommend that they wear pants, not pull-ups, to enable them to recognise the feeling of being wet. Children must arrive and leave in their underwear, not nappy. Parents are requested to bring in plenty of spare changes of clothes and waterproof bag to keep laundry in.
- Children who are potty training will be taken to the toilet regularly, by their key person.
- Children are encouraged to take an interest in using the toilet/potty; they may just want to sit on it and talk to a friend who is also using the toilet/potty. If a child feels most comfortable with their own potty from home, then parents/carers are welcome to bring it in, labelled and in a suitable bag.
- Accidents will be dealt with calmly and sympathetically and in a way which does not make the child feel they have done wrong. Trainer pants and ordinary pants that have been wet or soiled are bagged for the parent to take home and wash.
- A toilet Training record sheet will be filled out regularly.
- Staff will liaise with parents and carers about potty routines and progress.

14.3. Toileting:

- Older children access the toilet when they have the need to and are encouraged to be independent.
- Good hygiene routines are encouraged, regarding toilet flushing, use of toilet paper and handwashing.