

St Barnabas' CE Primary School & Nursery



Intimate Care Policy

“Serve with Hope and Encouragement to Learn and Love”

Date approved by the Governing Body: May 2026
To be reviewed by July 2027 (unless there are any changes to the statutory requirements prior to this date)

In line with our school vision, we are committed to maintaining the safety and wellbeing of pupils and staff.

Safeguarding Statement of Intent

St. Barnabas CofE Primary School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of the school premises. We implement a whole school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

Our Child Protection and Safeguarding policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the governing board, SLT and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and

know to refer concerns to the DSL.

- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that the headteacher and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgmental concern of adults.

St Barnabas CE Primary has developed this policy in order to ensure that all staff responsible for providing intimate care undertake their duties in a professional manner at all times, and treat children with sensitivity and respect. The school is committed to providing intimate care for children in ways that:

- maintain their dignity
- are sensitive to their needs and preferences
- maximise their safety and comfort
- protect them against intrusion and abuse
- respect the child's right to give or withdraw their consent
- encourage the child to care for themselves as much as they are able to
- protect the rights of all involved

Definition of Intimate Care

For the purpose of this policy, 'intimate care' is the hands-on, physical care in personal hygiene, as well as physical presence or observation during such activities.

Intimate care includes the following:

- body bathing other than to the arms, face and legs below the knee
- application of medical treatment other than to the arms, face and legs below the knee
- toileting, wiping and care in the genital and anal areas and nappy changing
- dressing and undressing

Policy aims:

- to set out clear principles and guidelines on supporting intimate care with specific reference to toileting
- to ensure no child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent

- to ensure we work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time
- to guide us on nappy changing facilities and exercising good hygiene practices in order to accommodate children who are not yet toilet trained

Links with other school policies and practice:

This policy links with several school policies and practices including:

- Safeguarding and Child protection policy
- Supporting Pupil with Medical Needs Policy
- SEND Policy
- EYFS Policy

Links to legislation

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Equality Act 2010
- Safeguarding Vulnerable Groups Act 2006
- Childcare Act 2006
- Education Act 2002
- Education Act 2011
- Control of Substances Hazardous to Health Regulations 2002 (as amended in 2004)

Roles and responsibilities

- SLT are responsible for ensuring that intimate care is conducted professionally and sensitively by all appropriate members of staff
- SLT are responsible for ensuring that the intimate care of all children is carefully planned, and that the consent form is signed, following discussions with the parent/carer and the child
- the SENCO is responsible for ensuring that the relevant person communicates with parents/carers in order to establish effective partnerships when providing intimate care to children
- the SENCO is responsible for handling any complaints about the provision of intimate care in line with the school's Complaints Procedure Policy
- all members of staff who provide intimate care are responsible for undertaking intimate care practice respectfully, sensitively and in line with the guidelines outlined in this policy
- parents/carers are responsible for liaising with the school to communicate their wishes in regards to the child's intimate care
- parents/carers are responsible for providing their consent to the school's provision of their child's intimate care
- parents/carers are responsible for adhering to their duties and contributions to their child's intimate care plan, as outlined in this policy

Procedures for intimate care

This care will be undertaken with sensitivity and respect, with the child being spoken to by name and the steps explained meaningfully. Staff should note and respond to the children's interactions and the child is encouraged to do as much for themselves as possible. Each changing event will be noted on the toileting chart to share with parents/carers. Advice from Health Professionals may be sought to support this process. All information will be stored confidentially and accessed by staff involved in the provision of care. Telephone permission will be sought if there is no written consent.

Staff will follow these steps:

- Gather all the necessary items needed before each pull up change, for example, pull ups, wipes, nappy sack. We will have a named box or bag for each child containing these items and spare clothes in case of accidents.
- Prepare to change the child in the EY unit toilet area, a place where the child can have privacy but where the adult can be seen by other adults in the setting.
- For a child no longer in the EY, prepare to change the child in the EY unit toilet area a place where the child can have privacy, with a second adult present (normally a member of office staff)
- Wash and dry your hands.
- Put on gloves. You should use a new set of gloves for each pull up change.
- Approach the child and say or sign that it's time for a pull up/nappy change/clothes change. You may need to negotiate (e.g. "OK, I can see you're playing, but we need to change your pull up/nappy. We'll do it in two minutes"). You should never approach a child from behind, pick them up and take them for a change. Objects of reference or visuals may need to be used.
- Encourage the child to stand for the change or gently place the child on a changing mat in the designated area.
- If they are able to, encourage the child to remove clothing on their bottom half. If they are not yet able to do so, remove the clothing to access the pull up. Remove the pull up and place it inside the nappy sack.
- If the child's clothes are soiled, they should be bagged separately and sent home, they should not be rinsed by hand. A set of clean clothes will have been provided by the parents/carers for the child to wear when the pull up is changed.
- Using the wipes, clean the child from front to back and place the used wipes in the nappy sack. Tie the nappy sack and put it in the nappy bin.
- Put on a clean pull up.
- Take off the gloves and place them in the bin. Soiled gloves should be placed in a nappy sack/plastic bag and placed in the correct bin in the medical room once the child is back in class.
- Encourage the children to get dressed independently. Help to dress the child where needed. Help the child to wash their hands using liquid soap, warm water and paper towels.
- Wash your hands using liquid soap, warm water and paper towels.
- Record the change and time on the chart

- Children are encouraged to take an interest in using the toilet; they may just want to sit on the toilet at first.
- Older children can access the toilets whenever they have the need to and are encouraged to be as independent as possible.
- Children are reminded at regular times to go to the toilet.
- New children have a general 'induction' tour of the toilet to make them feel safe and comfortable. Children are encouraged to wash their hands after using the toilet and have soap and towels to hand.

Parents

Parents will be asked to supply the following items for their child's individual storage bag:

- spare pull up nappies
- wipes, nappy sacks, etc.
- spare clothing
- spare underwear

Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- SLT will be informed of any intimate care concerns, as appropriate.
- All members of staff are required to familiarise themselves with this policy as part of their induction programme.



Intimate Care Parental Consent Form

This form is to be completed with the SENCo and signed by parents

Name of child		Date of birth	
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Care requirements including frequency:	Staff Involved:
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Where will the intimate care be carried out?	What equipment/resources required
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What infection control procedures are in place?	Disposal procedures
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Parent /carers need to provide / ensure	Reporting procedures for parents/carers
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I have read the intimate care policy provided by the school and I agree to the intimate care plan outlined above.

Parent Signature	Date
SENCo Signature	Date

Toilet Introduction Procedures

As children develop bladder control, they will pass through the following three stages:

1. The child becomes aware of having wet and/or soiled pants.
2. The child knows that urination/defecation is taking place and can alert a member of staff.
3. The child realises that they need to urinate/defecate and alerts a member of staff in advance.

During these stages, members of staff will assess the child over a period of two weeks to determine:

- If there is a pattern to when the child is soiled/wet.
- The indicators that the child displays when they need the toilet, e.g. facial expressions

Staff will implement the following strategies to get children used to using the toilet and being independent:

- Familiarise the child with the toilet, washing their hands, flushing the toilet and reference other children as good role-models for this practice
- Encourage the child to use the toilet when they are using their personal indicators to show that they may need the toilet
- Take the child to the toilet at a time when monitoring has indicated that this is when they would usually need the toilet
- Ensure that the child can reach the toilet and is comfortable doing so
- Stay with the child and talk to them to make them more relaxed about using the toilet
- Don't force the child to use the toilet if they don't want to, but still encourage them to do so using positive language and praise
- Deal with any accidents discreetly, sensitively and without any unnecessary attention
- Be patient with children when they are using the toilet, and use positive language and praise and encourage them.