



## Policy Header

<b>Policy Title</b>	<b>Intimate Care Policy</b>
<b>Version No</b>	<b>Three</b>
<b>Written / Adopted Date</b>	<b>November 2017</b> <b>Reviewed December 2020</b> <b>Reviewed November 2023</b>
<b>This policy complies with WBC guidance</b>	<b>Yes</b>
<b>Linked Policies</b>	2 year old policy, Safeguarding, H&S, Medical Policy, EYFS Policy
<b>Written By</b>	<b>School</b>
<b>Date shared with Staff</b>	<b>November 2023</b>
<b>Date Ratified by Governors</b>	<b>29/11/2023</b>
<b>Review Date</b>	<b>November 2026</b>



**"Growing together at the heart of God's community"**



**Trust Prayer:**

*We thank you, God of Love, for the gift of children,  
bless the work of our Trust, that in all we do  
young people may grow in wisdom and stature,  
and so come  
to know you,  
to love you  
and to serve you,  
as Jesus did.*

*We make our prayer in his name who is God  
with you and the Holy Spirit, now and for ever.*

**Intimate Care Policy**

At Glazebury CE Primary School we are fully committed to giving all our children access to high quality early years education, recognising the importance of laying a firm foundation for later learning. Our aim is to provide a rich and relevant curriculum through play, enabling children to make the best possible progress. We are dedicated to inclusion and in responding to children's diverse learning needs. We actively seek to remove the barriers to learning and participation which may hinder or exclude children. It is our wish to see our children thrive and feel valued as members of the wider school community.

Our setting welcomes children from 2 year old children into our EYFS unit, becoming a 2 year old to 5 year old setting. We have responded to this through devising this policy which promotes partnership with parents/carers in addressing children's toileting needs. This policy encompasses information on toilet training, nappy changing and accidental wetting or soiling of underwear. We request that parents/carers share pertinent information relating to their child's toileting needs at the point of induction. It's important that we're informed where a child has specific medical needs or special educational needs which may have a bearing on toileting and intimate care. It may be necessary in consultation with parents to refer to a health visitor or the special needs team to seek specialist advice and guidance.

**How we involve parents/carers:**

A toilet training booklet ([appendix 1](#)) is made readily available to parents/carers to offer guidance and top tips for toilet training. We encourage parents/carers to look out for signs of readiness and communicate strategies, approaches or resources they may be using at home, for example a special toilet seat with a step. A consistent approach across home and nursery is vital in supporting children's toilet training. The staff within the setting will collaborate with parents/carers on potty/toilet training from the point of induction. A key person is identified so that parents/carers are aware of who will be monitoring the development and intimate care needs of their child. In consultation with staff parents/carers supply nappies/pull-ups, wipes and spare clothing as required.

**Intimate care resources and clothing should be brought to school in children's own bags, which will be stored in the cloakroom.**

Staff within the setting and working in collaboration with parents will work with children and observe and discuss whether each child has the necessary physical and cognitive skills to begin toilet training. Children with reliable bladder control and growing independence may be ready to begin potty training once fully settled, while for others this might be a longer process. An ongoing dialogue relating to toileting and intimate care is an important feature of partnership with parents/carers. Through collaboration decisions may be reached as to the next steps for each child, taking into account their stage of development and perceived level of readiness for potty/toilet training. Visits to the setting help children to become familiar with the bathroom facilities and knowing who to ask if they need assistance. In nursery we ask that all parents/carers provide labelled spare clothes in a bag regardless of whether their child is toilet trained. Staff communicate with each other as to which children have been changed and why. This is also recorded in the changing area. (appendix 2)

**Our safeguarding approach:**

The child's welfare and dignity is of paramount importance and we're dedicated to the safeguarding of all individuals. At Glazebury C E Primary School we ensure that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times, all staff completing intimate care will be qualified and employed by the school (No students/volunteers will undertake intimate care unless closely supervised by a member of staff). We recognise there is a need to treat all children with respect when intimate care is given. To safeguard staff, we ensure that changing or undertaking of intimate care doesn't happen in isolation. Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child is toileted, for example if a child has soiled themselves through diarrhoea two adults in attendance may be necessary. Where possible one child will be catered for by one adult (although never in isolation), unless there is a sound reason for having more adults present. Children with specific toileting or intimate care needs will have key people identified, familiar with their requirements. A care plan will be devised in consultation with parents/carers and possibly health professionals to detail individual requirements, if required. Staff will log any changes and in the condition of skin, sharing this information with the parent/carer.

Supervision meetings in EYFS will also be implemented as part of standard practice in Early years - to provide further opportunities for practitioners to discuss the children's progress and development, their own progress, any support or training they may need and any sensitive issues they may need support with.

**Requirements for good practice:**

- Parents are informed and consulted about arrangements for intimate care.
- Staff are familiar with child protection guidelines and procedures.
- Staff know who to turn to for advice if they feel unsure or uncomfortable about a specific situation.
- Comments or behaviours stemming from a child which are cause for concern will be communicated and recorded. Appropriate action will be agreed and initiated.

- It's important that opportunities arise for staff to discuss issues with senior leaders. Through collaboration staff should make sound decisions based on skilled professional judgement calling on specialist advice where necessary, good communication with parents and crucially the best interests of the child.

### Questions and Answers:

- Who will change the nappy/wet/soiled clothing?  
**Trained early years practitioners including teachers, early years educators, assistant early years educators and special educational needs support workers.**
- Where will changing will take place? In the EYFS bathroom using the adapted changing area.  
**Changing tables are available for nappy changing when appropriate. The nappy changes or changes in clothing will be communicated to other team members.**
- What resources will be used?  
**A changing table, aprons, gloves, antibacterial cleaner/wipes, nappy sacks, nappies, baby wipes, cream (when specified by parent/guardian- only prescribed creams will be applied – see medical policy).**
- How will nappies be disposed of?  
**Soiled or wet nappies should be placed in a nappy sack, then into the hygienic disposal nappy bin. The nappy bin will be emptied on a daily basis.**
- What infection control measures are in place?  
**Staff will wear disposable gloves and cleanable/disposable aprons while dealing with wet or soiled nappies/clothing. Changing area will be cleaned and sanitised after every use. Gloves and aprons should be disposed of hygienically. Hot water and liquid soap is available to wash hands as soon as the task is completed. Paper towels are available for drying hands and hand sanitising gel is available.**
- What will the staff member do if the child is unduly distressed by the experience?  
**Staff will not ever force a child to change, calling in a parent/carer if necessary. Where a child is receptive towards being changed they will be comforted and reassured while the staff member talks through what they are doing. The change will be completed swiftly to ensure any distress is not prolonged.**
- What will the staff member do if he/she notices marks or injuries on the child?  
**Follow the school child protection and safeguarding policy and report it to the NOMINATED DESIGNATED PERSON(S) or DEPUTY DESIGNATED PERSON(S) in their absence. Staff should record what they have observed on an incident report form and ensure that it is shared with either a Designated or Deputy Designated Person according to who is available at the time.**



## Glazebury CE Primary - Toilet Training Booklet



Toilet training is one of those child developmental stages parents can find frustrating and complex. Making the transition from nappy to toilet can certainly be a challenge, particularly if you feel pressurised to start the process before your child is ready. By choosing the right time and approaching toilet training in a calm, patient manner, you can help your child get to grips with this new skill as quickly and smoothly as possible.

It is important to remember that every child is different so try not to compare your child to others. You may feel under pressure to 'get toilet training out of the way', perhaps because you have another baby on the way, or your child may be starting nursery soon.

So try not to worry or compete with others – wait to start toilet training at the right time for your child.

Moving from nappies to pants can be a nervous time for parents and a big change for children so this booklet is designed to give information, hints and tips to help potty training and toilet training to be a positive experience for all.





# Potty training...

## Potty play

Before introducing training have the potty in the room, let your child explore it, feel it and be comfortable with it. Let them discover what it could be used for. Bath time is great for this!

## Show your child their poo!

Don't be afraid to ask your child if they want to see their poo when changing their nappy. Often we whip the dirty nappy away! There's no need to get up close BUT a quick look will help your child understand what their body is doing.

## Is your child ready?

Look for signs...each child is different as to when they have the bladder muscle development and co-ordinations to proceed. See checklist below as a guide to help you decide if your child is ready

## Timing is everything!

When deciding if the time is right to potty train, think about what is going on in your child's life. For example if they are starting nursery or there are family changes such as a new baby or a family separation. It may be better to wait until things become more settled.

## Communicate with school?

If your child is ready and attends school please let us know when you plan to start potty training. We will support you in school and be able to explain how we can help support bespoke to you and your child's needs.



## Potty training checklist...

This checklist shows many of the signs children show when they are ready to move from nappies to pants. Use this checklist to help you decide how ready your child is for potty or toilet training. **Remember each child is unique and children will develop muscle tone and readiness at different times.**

- My child dislikes the feeling of wearing a wet or dirty nappy and may point out wet or dirty nappies.
- My child finds a place to hide when weeing or pooing in their nappy.
- My child is interested to watch when others use the toilet.
- My child role-plays using the toilet or potty in their play.
- My child does fewer but larger wees.
- My child's nappies are dry for periods of at least two hours at a time, then suddenly filled with a wee.
- My child has regular, well-formed poos at relatively predictable times during the day.
- My child wakes up dry after a nap.
- My child does not poo during the night.
- My child can sit down quietly in one position for two to five minutes.
- My child can pull their own pants, trousers or pyjama bottoms up and down.
- My child knows when they're weeing and can tell me that they're doing it.
- My child wants to be independent.
- My child can follow simple instructions, such as "Go and get your shoes".
- My child is generally cooperative.
- My child has words for wee and poo.
- My child can tell me what they have just done in their nappy.
- My child takes pride in their accomplishments.
- My child can show me with sounds or actions that they need to go, such as fidgeting, going very still or hiding.
- My child understands that things are put where they belong.
- My child is keen to please and enjoys praise.
- My child can sit themselves on the potty, and can stand up when they have finished.
- My child tells me they need to have a wee or a poo before they do it.



## Toilet training ...

Trust your parenting instincts- nobody knows your child better than *you!*

### Skip the potty!

If your child is over the age of three, it may be worth considering skipping the potty and going straight to the toilet.

At home a step up to your toilet is recommended with a toilet insert to make the toilet bowl smaller ...don't want anyone falling in or think it is a bath!

At Glazebury CE you will find the toilets are sized to make the process of getting on the toilet easier. We also decorate the room with pictures to encourage children to go into the toilet area.

Just let us know your plans so school can support.

### Rewards

Most children respond to rewards. It may be worth considering a reward system when the novelty of training wears off. Initially lots of praise is the key to help your child become self-motivated.

### Travelling

Try not to put your child back into pull ups or nappies, instead use towels ( or even puppy training pads) to cover the seats of the car. When out and about take the potty - you can even get collapsible ones now!.

### Bin IT!

Don't be afraid to put dirty pants in the bin! Some things are not worth saving. Make sure you carry around plenty of spares.



**Intimate Consent Form**

Childs Name: .....

- Parent to provide nappies / pull-up.
- Provide wipes
- Creams / Lotions can only be supplied and applied if they are prescribed by the GP. If this is a case, please refer to our medicine policy and complete medicine form.
- Parent will provide change of clothing to be kept in school, along with water proof bag to keep soiled clothes in.
- It may be necessary for named staff to have contact with her anus and vagina to ensure they are thoroughly clean.
- Changing procedures to be reviewed termly by Class teacher and parents.
- In the event of an emergency if school provide a nappy then there will be a charge as per the agreement.

To support with toileting

..... to be sent to the toilet hourly.

Signed ..... Parent

Date .....

Signed ..... Class Teacher

