

Manby Lodge Infant School



Intimate Care and Supporting Children to use the Toilet Policy

This Policy is based on guidance from the
Educational Effectiveness Team & SEND Team
(written 2025)

Reviewed: Summer 2026

Next review: Summer 2028 (or before if guidelines change)

Introduction

An increasing number of children and young people with disabilities and medical needs are attending mainstream educational settings and early years and childcare settings in the private, voluntary and independent sector. Nationally, a high number of these children require assistance with intimate care tasks, especially toileting. Other children may also experience difficulties with toileting for a variety of reasons.

All children/young people we work with have the right to be safe, to be treated with courtesy, dignity, and respect, and to be able to access all aspects of the education curriculum.

This document is a response to requests for clear principles and guidance on the subject of supporting intimate care needs with specific reference to toileting. It should be considered in addition to our EYFS Toileting Advice, and Supporting Children with Medical Needs policy.

In the rest of this document where the term child/children is used, it refers to children and young people. The term parent/carer is used to refer to parents and legal guardians or carers. The term staff includes all adults working in a school or setting, although those required to undertake intimate care will have that task specified in their job description, and are referred to in the rest of the document as “designated” for that task.

The word ‘setting’ refers to all early years and childcare providers from the maintained, private, voluntary and independent sector. Schools and settings need to follow their own registration and inspection requirements in addition to this guidance.

Aims:

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

Definition of Intimate Care:

‘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’

Intimate care tasks specifically identified as relevant include:

- dressing and undressing (underwear)
- helping a child to 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

Definition of Personal Care:

‘Although it may involve touching another person, it is less intimate and usually has the function of helping with personnel presentation’

Personal care tasks specifically identified as relevant include:

- supporting with eating and drinking
- administering oral medication
- hair care
- dressing and undressing (other than underwear)
- washing non-intimate body parts
- Prompting to use the toilet

Supporting children to use the toilet independently:

Starting at an early years setting is always an important and potentially challenging time for both children and their parents, 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 independent with using the toilet. For a variety of reasons children may:

- be able to use the toilet independently,
- be able to use the toilet independently however have regressed for a little while due to the excitement and stress of starting at a setting,
- be able to use the toilet independently at home however have accidents in the setting, or visa versa,
- be independent with using the toilet however need some reminders and encouragement,
- not be independent with using the toilet however responds well to a structured training process or schedule,
- have a medical reason such as UTI, upset stomach,
- be independent with using the toilet and have full bladder control however have a ~~serious~~ disability or learning difficulty which requires support
- have development delays but with additional support will master skills to be able to use the toilet independently
- have additional needs and/or disability and might require help with some or all aspects of personal care.

Working with parents

We know that parents will be best placed to inform staff in school about their child's level of independence, and we will seek input from parents with regards to how ready their child is to go to the toilet independently.

However, encouraging children to participate in their own intimate or personal care will be part of a general approach towards facilitating participation in daily life and preparing for adulthood.

At Manby Lodge, and we firmly believe that all children will benefit from becoming more independent, wherever possible. We will work with parents to support all children with a view to the child developing more of their own independence.

Where a child's individual needs mean that this isn't possible, (as described in the list above), a Toileting Plan will be completed as necessary, along with additional SEND identification and support as required.

Inclusion

The Early Years Foundation Stage is based on a set of principles which seeks to provide:

'Equality of opportunity and anti-discriminatory practices, ensuring that every child is included and supported'

At Manby Lodge Infant School we comply with the Equality Act 2010 which imposes duties on early education and childcare whether or not the child is in receipt of government funding.

This means that *reasonable adjustments* are made for children with disabilities to ensure that they are not discriminated against.

This means that at Manby Lodge we can:

- make *reasonable adjustments* for individual children who are not yet independent with using the toilet,
- create individual support plans for children who require support with wiping and washing when they are having regular accidents,
- create specific individual support plans for children who require support when their nappy is dirty. (i.e for children with SEND or for those who are not yet out of nappies),
- ensure staff have read and understood their role in supporting children with intimate care.

Children may have SEND plans, Toileting Plans, or Individual Health Care Plans (or a combination of these). They will be shared with parents who will be asked to sign them. They will be reviewed regularly (e.g. in line with SEN plans reviews).

The generic procedure regarding changing nappies is as follows:

- All nappy changes are recorded using the general form for recording incidents of Intimate care.

- Each child should have their own individual record sheet.
- Staff should always wear fresh disposable gloves and an apron when they are changing nappies, and when required supporting a child who has soiled themselves.
- Soiled nappies/pull ups securely wrapped and disposed of appropriately
- Only use labelled nappy creams and lotions on the named child, and not share with others
- Changing area/ toilet to be left clean including wiping the changing mat after each change
- Check the changing mat regularly for rips or tears and discard it if the cover is damaged
- Hot water and soap used to wash hands as soon as changing is done
- Paper towels to be available to dry hands.
- Staff will let parents know on the day, where there has been an incident requiring intimate care.
- Parents may request to see their child's intimate care log and this can be shared with them.
- With children who soil themselves staff will always encourage the child to try to be independent but will help if the child is in need of support.
- There is no legal requirement for two staff to be present when supporting a child with their intimate needs.
- Staff are required to ensure other staff are aware of the task being undertaken.

The generic procedure regarding supporting intimate care (a child not in nappies)

- All situations where staff have helped a child to wipe after using the toilet, or to change following wetting/soiling, are recorded on an individual sheet.
- Where required, staff to wear clean gloves and an apron.
- Staff will encourage the child to wipe or change independently but may need to talk through how to do this.
- Staff may need to pass children items such as spare clothes, tissue, plastic bags.
- Children to put soiled clothing in a plastic bag to take home.
- Children to change into own spare clothes or PE kit. If they do not have spare clothes, school has some that are likely to be suitable.
- Staff to direct child to wash hands with soap, and staff member to do the same.
- The toilet cubicle to be left clean and floor mopped as necessary.
- There is no legal requirement for two staff to be present when supporting a child with their intimate needs.

Adhering to the settings policy and procedure guidelines should safeguard children and practitioners and reduce tasks and support being misinterpreted.

Considerations to promote a positive approach towards intimate care routines

Intimate care routines should be seen as a learning experience and staff should endeavour to make the child feel as comfortable as possible. It is essential that every child is treated as an individual and that care is given as gently and sensitively as possible. Children should be treated with dignity and respect and given privacy appropriate to the child's age and situation. The child should be encouraged to express choice and to have a positive image of their body. Confident, self-assured children who feel their body belongs to them are less vulnerable to sexual abuse.

Practitioners should:

- speak to the child by name and ensure they are aware of the focus of the activity. Address them in child appropriate ways.
- have a knowledge of and respect for cultural or religious sensitivities related to aspects of intimate care,
- give straightforward and reassuring explanations of what is happening,
- agree terminology for body parts and bodily functions,
- respect a child's preference for a sequence of care,
- encourage independence and the child to undertake as much of the procedure as possible,
- seek permission or give warning before undressing the child if they are unable to do this unaided,
- provide facilities that afford privacy and modesty,
- keep records noting intimate care and any changes of behaviour or responses to this.

Linked Policies:

Accessibility Policy
SEND Policy and SEND Information Report
Supporting Children with Medical Needs Policy
EYFS Toileting Advice
Safeguarding Child Protection Policy

Useful resources and websites

Safeguarding Children Protection Policy – including Managing Allegations Against a Member of Staff
Safe Working Practice guidance
Code of conduct guidance
Working Together to Safeguard Children 2018
Available to download from [Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
Surrey Safeguarding Children Board manual of child protection guidelines
Available online at [Surrey Safeguarding Children Partnership Procedures Manual. | Surrey Safeguarding Children Partnership](http://www.surreyscp.org.uk)
Surrey Safeguarding Children Board
[Homepage - Surrey Safeguarding Children Partnership \(surreyscp.org.uk\)](http://www.surreyscp.org.uk)
Advisory, Conciliation and Arbitration Service (ACAS)
www.acas.org.uk
NSPCC
www.nspcc.org.uk
Disabled Children and the Equality Act 2010
[Disabled Children and the Equality Act 2010: What teachers need to know \(ncb.org.uk\)](http://www.ncb.org.uk)
Early Years Foundation Stage
[Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Appendix A – Forms to support care, to be used as required**Form 1 - Toileting plan****Record of discussion with parents/carers**

Child/young person's name:	Date of birth:	Date agreed:
-----------------------------------	-----------------------	---------------------

	Details	Action
Working towards independence: Such as taking child/young person to toilet at timed intervals, using sign or symbol, any rewards used		
Arrangements for nappy/pad changing: Such as who, where, arrangements for privacy		
Level of assistance needed: Such as undressing, dressing, hand washing, talking/signing to child/young person		
Infection control: Such as wearing disposable gloves, nappy disposal		
Sharing information: Such as if the child/young person has a nappy rash or any marks, any family customs/cultural practice		
Resources needed: Such as special seat, nappies/pull-ups, creams, disposable sacks, change of clothes, toilet step, gloves		

Signed: Parent: Key member of staff:	Review date:
---	---------------------

c.c. Parent/carers

Form 2

Record of personal care intervention

Child/young person's name:

[illegible]

Form 3

Agreement of intimate care (nappy changing) procedures for a child or young person with complex needs

The purpose of this agreement is to ensure that both parents/carers and professionals are in agreement with what care is given, who is providing the care and that the appropriate training is given.

Teaching of the care procedure may be carried out by the parent/carer or by the professional experienced in that procedure.

When the parent/carer and/or professional are agreed the procedure has been learned and the staff carer feels comfortable with, and competent to administer that procedure this record should be signed by the parties. One copy should be given to the staff carer, one retained in the staff carer's personnel file and one filed in the child/young person's medical health record.

Child/young person's name:

Procedure:

Staff name and signature:

Date:

Parent/carer name and signature:

Date: