



Intimate Care Policy

Agreed by BCBC HT Federation Policy Group

October 2023

This policy is based almost entirely upon the BCBC document “Guidance on Managing Continence Needs in Schools and Early Years Settings” (March 2020 v 0.3) with a very small number of alterations.

The sections highlighted in yellow should be customised to suit the individual setting.

Signed	KEWood.	Date	
Headteacher			1.12.2025
Signed		Date	
Chair of Governors			1.12.2025

INTIMATE CARE POLICY

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Introduction

In school, from time to time, we will need to manage children who have toileting issues. Most young children will have the occasional toileting accident whilst at school; however, other children may be late-developers and may start school with continence issues. A smaller proportion of children may have a physical or psychological origin for their inability to achieve continence.

These issues are often more common in Nursery where children are gaining confidence with being in a different environment and sometimes away from their home and families for the first time. However, schools generally are faced with an increased number of children with continence issues as a result of the increasing number of children who have Additional Learning Needs accessing mainstream education.

The needs of children with delayed personal development should be met in the same way as would the needs of children with delayed language, or any other kind of delayed development. Therefore children cannot be excluded from normal pre-school / school activities solely because of incontinence.

In dealing with issues of continence issues, we are mindful of the need to consider each issue on an individual basis, but also within the inclusive ethos of the Equality Act 2010. This school policy is based upon the Bridgend CBC guidance document *"Managing Continence Needs in Schools and Early Years Settings"*.

Aims

The purpose of this policy is to:

- provide clarity, guidance and reassurance to staff,
- safeguard the dignity, rights and well-being of children at school,
- assure parents that staff are knowledgeable about personal care and that their children's needs and their concerns are taken into account.

Principles

This Intimate Care Policy encompasses the principles behind the United Nations Convention of the Rights of the Child which has been adopted by Welsh Government. These principles include the seven core aims for children and young people. These core aims are:

- a flying start to life
- access to education, training & employment
- to be healthy and free from exploitation
- access to play, leisure, sporting and cultural activities
- to be listened to and treated with respect
- to live in a safe home and community
- to not be disadvantaged by poverty

The Pupil's Voice

All pupils need to be listened to and treated with respect. Dependent upon the age and capacity of the child, this can be adhered to by:

- Identifying the methods by which a child is able to communicate and recording this in the Personal Care Assessment whilst it is being drawn up.
- Approaching parents to represent the child's wishes if a child is unable to make an informed choice.
- Responding to the child's wishes by observing his/her reactions whilst undergoing Personal care.
- Using agreed appropriate terminology for parts of the body and functions. These should be documented in the '*Individual Personal Care Assessment*'.

(See Appendix 4)

Facilities

There are a number of suitable places for changing children, which are indicated on our school Accessibility Plan. This includes an accessible toilet and main toilets. All of these rooms also have suitable wash basins. The locality and suitability of particular rooms will be considered in relation to the needs of each individual case.

- When possible the child should be changed standing up.
- In some circumstances a changing bed may be required. Changing beds can either be fixed to the wall or they can be hydraulic. A fixed bed may require the use of a step to avoid the pupil being lifted. Hydraulic changing beds are sometimes required in exceptional circumstances when a pupil has complex medical needs and requires a health care plan.
- Funding from the Local Authority is negotiated on an individual basis for extreme cases. It is the responsibility of the adult responsible for changing the pupil to check the equipment before use and to report any concerns to the Headteacher. Further advice on the type of changing bed required would be obtained from the local authority in liaison with the health care professionals.
- It is essential that the child's privacy and dignity are maintained at all times and verbal reassurance is given.
- Children should never be changed in a teaching area or public area or where food or drinks are prepared.

Personal Care Procedures

We have clear written guidelines for the changing of a child and these are clearly displayed in designated changing areas. These will ensure that the correct procedures are followed and will help protect both the child and the member of staff.

Written guidelines state:

- Where changing will take place,
- What resources will be used,
- How nappies / soiled clothes will be disposed of,
- What infection control measures are in place,
- The procedures should a rash or marks be observed during the changing process or should the child become distressed,
- How changing occasions are recorded to monitor progress and how parents will be kept informed.

All staff have an enhanced DBS check and would be considered suitable to undertake changing activities. However, in most cases, the most appropriate staff will be those who regularly work with that child, including class teachers, class-based LSOs and SNSAs.

(See Appendices 2, 3, 4 and 5)

Resources

Changing a child is likely to take between ten and twenty minutes – this needs to be seen as a positive learning opportunity for the pupil and an opportunity to promote independence and self-worth. Levels of staffing and allocations are continually reviewed to take account of additional learning needs throughout the school.

When identifying a suitable changing space, the provision should provide:

- Hot running water and liquid soap
- Paper towels or hot air blowers
- Disposable aprons and gloves
- Disposable wipes
- Nappy bags
- Cleaning fluids
- Ready access to spare clothing, suitable for different sizes, for children who may occasionally have the odd incontinence event.

NB Parents/carers will be expected to provide nappies / spare clothes and a towel if required for children when there are regular continence issues that justify the development of an agreed continence management plan.

(See Appendix 5)

Health & Safety

In accordance with our Health and Safety Policy, staff will be expected to use appropriate personal protective equipment as provided. When changing a nappy or soiled clothing the following should be considered:

- Staff should wear a new pair of gloves and a disposable apron for each child being changed and they should be disposed of via the normal domestic waste route.

- Soiled nappies should be double wrapped and disposed of via the normal domestic waste route if there is no risk of infection. If there is risk of infection they should be disposed of in a sealed yellow bag.
- Wet/soiled underwear/clothes should be placed in a plastic bag and returned to the parents. Storage should be in a designated area; not the cloakroom area.
- The changing area should be cleaned using an antibacterial surface cleaner.
- Hot water and soap should be available to wash hands as soon as the task is completed and paper towels/a hot air dryer should be available for drying hands.

(See Appendices 4 and 5)

Safeguarding – creating a safe learning environment

Creating a safe learning environment means having effective arrangements in place to address a range of issues. Some are subject to statutory requirements, including safeguarding arrangements, pupil health and bullying. Others include arrangements for meeting the needs of children with medical conditions, providing first aid, school security, tackling substance misuse and having arrangements in place to safeguard and promote the welfare of children. (Extract from 'Safeguarding Children in Education' – WAG circular 005/2008)

It also means having in place effective recruitment, disciplinary and reporting arrangements to ensure the suitability of staff and volunteers working at the establishment in line with specific guidance issued by Welsh Government.

Safeguarding Children in Education states that:

Section 175 of the Education Act 2002 requires local authorities and governing bodies of maintained schools to have arrangements for exercising their functions with a view to safeguarding and promoting the welfare of children.

There are 2 aspects to safeguarding and promoting the welfare of children. They are:

- Arrangements to take all reasonable measures to ensure that risks of harm to a child are minimised
- Arrangements to take all appropriate actions to address the welfare of a child or children, working to local policies and procedures in full partnership with other local agencies.

Safe practice in toileting and changing should enable staff and children to be protected from safeguarding concerns.

Staff should be aware of the designated safeguarding lead and the process of referral in school in order to safeguard children and be aware of good practice in safeguarding themselves from allegations.

Members of BCBC staff are required to undergo Safeguarding awareness training every 3 years with designated teachers receiving further training.

- All staff have enhanced DBS checks. Where appropriate it is reasonable for one member of staff to be the dedicated nappy changer whilst other members of staff should be aware that the procedure is taking place. In some circumstances there may need to be more

than one member of staff witnessing a change but this wouldn't be the norm. The designated safeguarding lead needs to be aware of safe practice.

- Students on placement should not routinely be involved in a child's personal care.
- School leaders should be vigilant for any signs of improper practice.
- Any marks or injuries to the child should be reported immediately to the designated safeguarding lead.
- Staff **should not** take mobile phones, cameras, or any other device which maybe used to record images into the changing area.

(See Appendix 1)

Partnership

Toileting issues will usually be discussed with parents/carers prior to a child starting the school. Other professionals such as the health visitor or school nurse will be consulted if the school becomes aware of a disproportionate number of children starting who are not yet toilet-trained and they could attend such meetings and provide toileting information for parents/carers.

We strongly expect parents to make all reasonable effort to support their child to gain continence before starting school and will provide support and guidance to help with these aims where an issue is identified. This may take the form of a home-school agreement and/or reduced attendance initially to build up positive experience for the child that doesn't regularly include toilet accidents.

A Partnership Agreement may address the following areas:

The parent/carer would agree to:

- change their child at the latest possible time before coming to school
- provide spare nappies/underwear, wet wipes and a change of clothes
- inform the school/setting of any rashes/marks
- the implementation of an individual toileting programme where appropriate
- review the Personal Care Plan if necessary

The school would agree to:

- change the child should s/he soil themselves or become uncomfortably wet
- monitor the number of times the child is changed in order to identify progress made
- report to parents and senior members of staff if the child becomes distressed or if a rash or superficial marks are noticed. (Any non-accidental injury should be reported to the designated safeguarding lead)
- the implementation of an individual toileting programme where appropriate
- review the Personal Care Plan if necessary

(See Appendix 6)

Job Description

Personal care will most likely be undertaken by learning support staff. This is incorporated into their job descriptions and staff are fully aware that they may be required to provide this care when circumstances determine. Teachers are responsible for facilitating, supporting and releasing teaching/learning support assistants to fulfil this role.

Staff Training

At times, staff carrying out specific personal care procedures may require appropriate training (e.g. use of a hoist). They need to comply with safeguarding procedures, good working practices and health and safety regulations. In some instances training in manual handling may be required.

Further Information and Guidance

- For guidance on manual handling please contact the Complex Medical and Motor Impaired Team (01656 815230)
- Good practice in Continence Services, 2000. Available free from Department of Health, PO Box 777, London SE1 6XH or www.doh.gov.uk/continenceservices.htm
- Managing Bladder and Bowel Issues in Nurseries, Schools and Colleges October 2019. Guidance for school leaders, proprietors, governors, staff and practitioners. <https://www.eric.org.uk> (Managing-continence-issues-at-nursery-school-and-college)
- Unison <http://www.unison.org.uk/education/>
- Good practice in Continence Services 2017 (NHS Wales) [Continence - Public Health Wales \(nhs.wales\)](http://nhs.uk/publications/continence-public-health-wales)
- Good practice in Continence Services 2015 (NHS England) [Good practice in continence services.pdf \(www.nhs.uk\)](http://nhs.uk/publications/good-practice-in-continence-services)

APPENDIX 1

LEGISLATION

There is a responsibility to all pupils who are defined by the Equality Act 2010 as being disabled and, under the planning duties, schools and local authorities have a general duty to improve the accessibility of schools for disabled pupils.

LEGAL CONTEXT:

- UN Convention of the Rights of the Child
- Children Act 1989
- Children Act 2004

GUIDANCE:

- Working Together to Safeguard Children under the Children Act 2004
- Safeguarding Children in Education
- Wales Safeguarding Procedures
- Multi-agency protocol for safeguarding disabled children
- Local Safeguarding Children Board (LSCB) protocol for Safeguarding Disabled Children

The Equality Act 2010 defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

It is unlawful for schools to discriminate against children and young people who have disabilities. In order to adhere to the Act schools must comply with the following:

- a school must not treat a disabled pupil less favourably simply because that pupil is disabled
- a school must not do something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils only
- a school must not discriminate against a disabled pupil because of something that is a consequence of their disability

Schools should be proactive in their approach. The 'reasonable adjustments duty' within the Act requires schools to plan in advance and to predict and then eliminate or minimise likely barriers that may disadvantage disabled children and young people.

APPENDIX 2

Procedures for Assisting with Personal Care / Toileting Needs

1. Wash your hands
2. Assemble any equipment needed.
3. *Ensure a change of clothes is available if clothing is soiled before starting to undress.*
4. Instruct / assist child to stand within toilet cubicle or changing area if able
5. Put on gloves
6. Remove wet / soiled nappy or clothing.
7. Fold nappy / clothing inwards to cover any faecal material
 - a. For nappies, place these into a designated container (e.g. nappy bag) and into a covered and lined bin
 - b. For soiled clothing, store these in a suitable bag, e.g. nappy bag / bin back – double line if needed to return to parents. Store soiled clothing as agreed on management plan
8. Dispose of used wipes and gloves in designated lined bin
9. Bin should be emptied at least once a day and liner replaced.
10. Once child has been changed and returned to teaching area, clean mat or table if used with anti-bacterial solution. *If area cannot be suitably cleaned, changing area to be blocked off for the cleaning staff to clean at the end of the day.*
11. Wash hands thoroughly afterwards even if gloves have been used.

APPENDIX 3**Record of Personal Care Intervention****Child's Name:****Names of Key Staff:****Week Beginning:**

Day	Date	Time/s	Procedure	Staff Name (PRINT)	Staff Signature	Action / Outcome
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

APPENDIX 4**Individual Personal Care Assessment**

Name of Child:

Year Group:

Date of Birth:

Name of Parent / Carer:

Name of Key Staff:

Date of Assessment:

Date of Review:

Pupil Information	Yes ✓ No X	Notes
Level of understanding: • Age appropriate • Limited		
Communication: • Use of particular words to describe body parts • Use of alternative forms of communication		
Ability of pupil to assist - partial/ full		
Relevant medical diagnosis/information: epilepsy, head control, skin condition, fragility, pain, other		
Behaviour considerations:		
Weight (if known) / Stature		
Environmental Considerations	Yes ✓ No X	Notes
• Is there a dedicated changing area? • Is the area sufficiently heated? • Is there appropriate equipment e.g. mat / table / bin / gloves etc available?		

• Are spare nappies / clothing available? • Any other considerations?		
Staff Considerations		
• How many members of staff are required? • Is moving and handling training required? • Are there considerations such as pregnancy, back pain, other? • Is any other training / information required?		
Safeguarding Considerations		
• Refer to Safeguarding Policy • If there are concerns liaise with the DSL based at the school		BCBC guidance gives clear Safeguarding procedures and school has a Safeguarding Policy in place.

APPENDIX 5**Individual Personal Care / Toilet Management Plan**

Name of Child:

Year Group:

Date of Birth:

Name of Parent / Carer:

Name of Key Staff: ,

Date of Plan:

Date of Review:

Identified toileting / changing area	Disabled toilet in Foundation Phase
Method of changing (e.g. standing or lying down)	Standing
Resources required:	Who will provide the necessary resources (school/parent)
• Mat / Changing Bed • Step • Bin • Bin liners • Antibacterial solution • Hand wash • Paper towel dispenser / hand drier • Disposable gloves (non-latex) • Apron • Nappies / Pull-ups • Wipes • Spare clothing • Cream (if required) • Towel	School will provide all the necessary items except for clothing and bags to return clothes. Parents will ensure a daily supply of clothing, a towel and bags in which to return soiled clothing.
Storage of soiled clothing:	XXXX soiled clothes to be placed in a bag and stored in the changing area until home time.
Frequency / toileting pattern:	
Method of recording / monitoring Personal Care	Weekly record of personal care intervention
Procedures for recording / reporting concerns	Personal care record to be shared with HT, DHT and a copy of the weekly chart to be sent home.
Considerations for off-site visits:	This is currently being monitored.

Other considerations/comments:

If XXXX is badly soiled, to the extent that he would require a shower/bath, the school will consult with parents over him being taken home for this purpose if possible.

APPENDIX 6

By signing this form you are giving permission for us to share information about the child or young person named below with outside agencies. Consent can be withdrawn at any time by informing the Inclusion Service/School in writing

PARTNERSHIP AGREEMENT

Name of Child: Year Group: Date of Birth:

Name of Parent / Carer: Name of Key Staff:

I / we give permission for the school to provide personal care to my / our child.

I / we agree to this management plan and consent to procedures identified.

I / we will inform the school of any changes that may affect my / our child's personal care (e.g. if medication has changed or my / our child has an infection).

I / we will contact the school immediately if there are any concerns.

Signature of Parent / Carer:

Date of Agreement:

The school agree to inform parents / carer of any concerns they may have with regard to the personal care of your child.

The school agree to inform parents / carers of any changes in staff, procedures or any changes to policies.

Name of Head Teacher:

Signature of Head Teacher:

Date of Agreement:

Date of Agreement Review:

Frequently Asked Questions:

Is it alright to leave a child until a parent arrives to change them?

No. It is never acceptable to leave a child in a situation which could cause them distress. Asking parents of a child to come and change a child is likely to be a direct contravention of the Equality Act 2010 and leaving a child in a soiled nappy or in wet or soiled clothing for any length of time pending the return of the parent is a form of neglect.

Ask yourself if you would leave an injured child until their parents arrived. Dependent upon circumstances, incontinence may be related to other additional needs, either physical, cognitive or behavioural which schools would usually be expected to manage.

Won't it mean that adults will be taken away from the classroom setting?

Depending on the accessibility and convenience of a setting's facilities, it could take ten minutes to change an individual child. This is not dissimilar to the amount of time that might be allocated to work with a child on an individual learning target, and of course, the time spent changing the child can be a positive, learning time. Arrangements for supervision should be made within the school cover arrangements.

I work in an early years setting; won't I be changing nappies all the time?

No. If parents change their child before school or arrival at the setting, staff should only need to check or change a child occasionally, depending on the child. Emphasis should always be on teaching the child independence and encouraging them to do as much as possible for themselves. Look at it as part of their early education and learning.

Parents won't bother to toilet train their child will they?

Parents are as anxious as you for their child to be out of nappies. You will need to make it clear that your expectation is that all children in school will be out of nappies, but that you will support children and families with continence difficulties.

For Early Years settings, it is not appropriate that your expectation is that all children will be out of nappies.

Who is responsible for providing nappies/continence wear?

Parents are responsible and must provide supplies. Schools may be asked how many nappies they may require by the continence nurse in order to calculate how many to give to parents. Schools should provide gloves and other disposable clothing.

How do we dispose of nappies?

You may single wrap wet and double wrap soiled nappies and use ordinary waste bins.

I'm worried about physically supporting a child / lifting.

Assessments should be done on an individual basis. If there are concerns about manual handling issues refer to the Complex Medical and Motor Impaired Advisory Service on 01656-815230.

How can I help a child to communicate when they need to use the toilet?

Children with communication difficulties may need tools to help them communicate. Picture symbols and signs can be used to reinforce spoken words. For children who are learning English as an additional language, it is helpful to learn how to say the appropriate words in their home language.

Is it true that men can't change nappies because of safeguarding issues?

No, there are men in childcare who change nappies on a daily basis. Enhanced DBS checks are carried out to screen for any known risks, and safe practice induction is given to all designated staff. Where appropriate it is reasonable for one member of staff to be the dedicated nappy changer whilst other members of staff should be aware that the procedure is taking place. In some circumstances there may need to be more than one member of staff witnessing a change. The designated safeguarding lead needs to be aware of safe practice.

What if a child reacts defensively, or reacts to personal care?

If this happens it is important that you ask the following:

- Is the child anxious about adults?
- Is it new or changed behaviour?
- Ask the carer whether anything has happened which may have led to the child being anxious or upset about being changed.
- Has there been any change in the household?

If you're still concerned, consider whether there may be safeguarding issues and then follow safeguarding procedures.

What if a member of staff refuses to change a child/young person who had soiled?

A child who has soiled should be tended to in order to return to the classroom/setting without delay. This issue should not arise if designated members of support staff have been advised on appointment and induction that this is part of their role within the school/setting.

APPENDIX 8

Assessing Toilet Support



