Toileting & Intimate Care Policy

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Introduction

It is the aim of this policy to inform staff that all children at Plymtree Pre-school have the right to be safe and be treated with dignity, respect and privacy at all times so as to enable them to access all aspects of the pre-school setting.

This policy sets out clear principles and guidelines on supporting intimate care with specific reference to toileting. If should be considered in line with our Safeguarding Policy and Health, Safety & Environmental Policy.

This policy supports the safeguarding and welfare requirements of Early Years Foundation Stage (EYFS) 2026 and the Equality Act 2010. Plymtree Pre-school will ensure that:

- No child's physical, mental or sensory impairment will have an adverse effect on their ability to take part in day to day activities.
- No child with a named condition that affects personal development will be discriminated against.
- No child who is delayed in achieving continence will be refused admission.
- No child will be sent home or have to wait for their parents/carer due to incontinence.

This policy aims to manage risks associated with toileting and intimate care needs and ensures that employees do not work outside the remit of their responsibilities set out in this policy.

Intimate Care Tasks – covers any task that involves the dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or carrying out a procedure that requires direct or indirect contact to an intimate personal area.

Partnership with Parents/Carers – Staff/ Child's keyperson at Plymtree Pre-school works in partnership with parents/carers to provide care appropriate to the needs of the individual child and together will produce a care plan. The care plan will set out:

- What care is required;
- Number of staff needed to carry out the task (if more than one person is required, the reason will be documented);
- Additional equipment required;
- Child's preferred means of communication (e.g. visual, verbal). Agree terminology for parts of the body and bodily functions;
- Child's level of ability i.e. what tasks they are able to do by themselves;
- And respect for any cultural or religious sensitivities related to aspects of intimate care; and
- Be regularly monitored and reviewed in accordance with the child's development.

Parents/Carers are asked to supply the following:

- Spare nappies;
- Wipes, creams, nappy sacks etc; and
- Spare Clothes including spare underwear

Best Practice – When intimate care is given, the member of staff explains fully each task that is carried out and the reason for it. Staff encourage children to do as much for themselves as they can, lots of praise and encouragement will be given to the child when they achieve.

Safeguarding – Staff are trained on the signs and symptoms of child abuse which are in line with Devon Safeguarding Children's Board guidelines. Staff are aware of the DFES booklet 'What to do if you think a child is being abused' and will follow the guidance given.

If a member of staff is concerned about any physical or emotional changes, such as marks, bruises, soreness, distress etc they will inform the Designated Safeguarding Lead (DSL) immediately. The Safeguarding Policy will then be implemented.

Should a child become unhappy about being cared for by a particular member of staff, the DSL /Setting Manager/Pre-school Leader will look into the situation and record any findings. These will be discussed with the child's parents/carers in order to resolve the problem. If necessary, the DSL /Setting Manager/Pre-school Leader will seek advice from other agencies.

If a child makes an allegation against a member of staff, the procedure set out in the Safeguarding Policy will be followed.

Dealing with body fluids – Urine, faeces, blood and vomit will be cleaned up immediately and disposed of safely by using the disposable gloves and cleaning products available. When dealing with body fluids, staff wear protective clothing (disposal plastic gloves and aprons) and wash themselves thoroughly afterward. Soiled children's clothing with be bagged to go home– staff will not rinse it. Children will be kept away from the affected area until the incident has been completely dealt with.

All staff maintain high standards of personal hygiene, and will take all practicable steps to prevent and control the spread of infection.

The Pre-school Chairperson, via the Pre-school Committee, is responsible for ensuring that:

- The toilet area offers privacy for all children, without compromising safety. The lock on the toilet door may be unlocked from the outside by an adult. A hand-rail, toilet and washbasin steps are available.

- Disposable gloves, cleaning products, hand wash and hand towels and toilet paper are available to the Pre-school.

- The toilet area is decorated in a child friendly way, and is well lit and heated so as to encourage pre-school children to use the toilet.

The Pre-school Leader/Manager is responsible for:

- Ensuring that only staff members take children to the toilet.
- Nominating a member of staff, to make frequent inspections of the toilet area ensuring that it is clean and tidy, and that toilet paper and hand towels are available. Spillages of water or excrement must be dealt with immediately using the gloves and cleaning products available.
- Advising parents during the enrolment procedure that simple clothing which the child is able to manage him/herself when going to the toilet will promote independence.

All staff are responsible for ensuring that:

- Children have privacy and dignity when using the toilet.
- Children settling in at Pre-school are shown where the toilet is, and are frequently reminded to use the toilet.
- Children are regularly taken to the toilet, for example, before snack time and reminded to flush the toilet and to wash and dry their hands.
- 'Toileting accidents' are promptly and discreetly dealt with, using the gloves, cleaning products and spare clothes available. Parents will be informed and reassured when they collect their child.
- Children who wear nappies will be given the same degree of privacy and dignity as other children.

Points specific to Plymtree Pre-School setting

- Children are encouraged to use the disabled toilet facilities that open into the main hall area.
- On occasion children may need to use the other male or female facilities, a member of staff will accompany them as these toilets have three doors to them through a corridor. Correct ratios should always be maintained.
- Children are all asked not to lock any toilet doors.
- Children are reminded to go to the toilet one at a time and are encouraged to wait if another child is using the toilet, even if they only wish to wash their hands.
- Children are assisted by staff as and when required whilst still maintaining their own independence.
- Some children prefer the door to be kept open. Staff are aware of this and ensure that if there are visitors to the setting or the door is answered, a member of staff is alerted to stand in the doorway of the toilet entrance, or pull the door to if the child would prefer, so that visitors are unable to see the child and their dignity is maintained.

References

Early Years Foundation Stage (EYFS) 2026

Children Act 2004

Equality Act 2010

Devon Early Years and Childcare: Intimate Care and Toileting Questions and Answers

As the population of children changes (and early years providers admit children at a younger age) it is apparent that there is an increase in the numbers of children arriving at early years providers not yet toilet trained. This may be for a variety of reasons; age, awareness, medical needs, special educational needs and disabilities.

This document aims to provide some answers or possible solutions to questions that are commonly raised by staff. The intention is that this will help you to find a way forward to include all children with toileting needs. It contains an ethical introduction as to why all children should have the same entitlement.

Please cross reference to your own early year's provider Health and Safety and Inclusion/SEN Policies

- A legal framework in relation to child protection and antidiscrimination
- Some practical guidance to assist schools and early years providers in making the correct adjustments and arrangements to ensure good practice.

Ethical

Q) "Why do we need to admit children who are not yet toilet trained?"

A) For each early year's provider it is important to have a protocol for working with children with additional toileting needs to ensure that these needs can be fully met and that no child should be excluded.

As a County Council we believe in the inclusion of all children in early years providers and that equality of opportunity for the child and for the parents/carers to access childcare is paramount.

It is the expectation that all early years providers will provide a consistent and positive approach to helping all children to achieve their full potential in every aspect of their development. We would wish at all times to promote the good practice of making arrangements "additional to or different from" for children who may need additional support to achieve independent toileting.

Legal

Q) "Are we discriminating against children if we do not admit them into early years provider?"

A) Disability Discrimination Act (DDA 2005) states that no child should receive "Less favourable treatment" than someone else for a reason related to the child's disability that cannot be justified.

The child's disability relates to a "Physical or mental impairment with a substantial or long-term adverse effect on the ability to carry out normal day to day activities."

Where this is the case, the DDA states that "reasonable adjustments" should be made to the environment or practice and barriers to inclusion anticipated. Whilst it may not always be apparent that a child's delay in independent toileting is due to a medical need or delayed development, it is important to make reasonable adjustments for all children, given that later identification or disability may occur.

Therefore, it is important not to make blanket admissions policies stating that you will only take children who are toilet trained. If you do so, you may be discriminating against admission of a child who is not trained due to a medical or special educational need.

Q) "Is it true that for child protection you have to have two adults changing a child?"

A) No. It is important to balance the dignity of the child with aspects of child protection. All staff working for an early year provider must have a DBS. It is recommended that particular staff members are identified to change a child with known needs and that they plan and record their work with that child. It is essential to balance the privacy of the child (i.e. not changing in a completely open area) with the safety of the staff and child (i.e. perhaps changing in an area with the door ajar and other staff knowing where you are and your work recorded).

Q) "In an early years provider, how can we have one adult taking a child out to change them as our ratios are then lower than is allowed?"

A) Ofsted told us that the ratios they stipulate relate to the whole early years provider and, therefore, providing the number of adults on site is as per ratio, it is not a problem to release one adult to change a child as necessary.

<u>Practical</u>

Q) Do we need to learn how to lift children safely?

Q) Do we use a changing mat or table?

Q) What do we do if we are in a church hall with only a small area for changing on the floor inside the toilets?

A) Good practice would be to complete a risk assessment of your changing facilities and of aspects of lifting and handling children. You must ensure that Health and Safety is maintained but this should be balanced with making "reasonable adjustments" to include all children.

Staff should receive training on manual handling. Ideally, adjustable changing tables should be used by an adult who has received training in their use. However, we recognise that for some (and early years providers in particular) a changing mat will be the most practical and straightforward solution. In these instances, please refer to manual handling guidelines. It may also be necessary if space is limited, to provide a screened off area adjacent to the toilet.

Q) What hygiene procedures should be in place?

A) All staff should be following good hygiene practice already and you will have systems in place to deal with spillages etc. Remember:

- Staff to wear gloves (for use of latex gloves, a risk assessment will need to be undertaken regarding latex) and ideally a disposable apron whilst changing/toileting.
- Staff to wash hands with hot water and soap after changing/toileting, disposal and cleaning is completed.
- Child also to wash hands or have hands wiped if appropriate.
- All areas and spillages to be cleaned up immediately after changing/toileting.

Q) Where do we dispose of the waste? (If disposable nappies/pull ups are being used)

A) Either

- buy in the services of a company who will take nappy bins away on a regular basis;
- check with your local council if nappies, double bagged can be disposed of in the dustbin (as at home);
- or if not, it is reasonable to ask parents to take nappies, again double bagged, home at the end of each session. This will need to be the case for any non-disposable nappies/soiled clothing.

Q) Do changes need to be made to staff job descriptions?

A) This needs to be discussed with your staff team, depending on the tasks which were outlined in their job description when they were recruited. You should consider if you are advertising for new members of staff, that meeting the personal needs of some children is an essential requirement of the job. If staff are fully aware of the wide range of tasks they may be required to carry out when working with children this does make it far easier for schools to ensure children's needs can be fully met.

Q) How can parents/carers help?

A) A "reasonable adjustment" may occur after a conversation with the child's parent /carer to ascertain what arrangements might help that child best. Remember that parents/carers are the best source of information relating to their child. By working together, you will be ensuring a consistent approach for the child and progress is therefore likely to be quicker.

Share information on:

- what the child's current needs are both at home and in the early years provider;
- what words the child and adults use;
- what equipment the parents use at home;
- any particular likes or dislikes the child has (e.g. holding a favourite book helps keep the child calmer when being changed, singing whilst on the potty etc);
- what rewards you will be using with the child to reinforce achievements;
- an appropriate toileting routine for the child if they are unable to ask for their needs to be met e.g. on arrival and after snack; and
- the most appropriate clothing for a child to wear during this period and any arrangements for spare clothing and labelling of clothing.

Plan:

- which staff will assist the child and which staff in the early years provider need to know the information in case they need to cover;
- where the child will be changed; and
- where the waste will be disposed.

Record your plans together and ensure that these plans are regularly reviewed and that two-way communication is good.

It is not good practice to ask a parent/carer to stay with their child, come to the provider to change their child or to take them home to do so. Similarly, it is not good practice to reduce a child's hours or sessions due to toileting needs unless all involved agree that the child is not yet ready for that length of session i.e. it is in the child's best interests.

Q) When should a child start toilet training?

A) All children develop at different rates and this includes toilet training, early years providers need to be aware of the child's development, so they are able to start toilet training, at a time that is appropriate to the child. The timing of when to start toilet training needs to be agreed with the parents and carers, as part of planning for the child's continuing development. It would be good practice for early year's providers to be aware of cultural differences that may have an impact on a child's toilet training.

Q) Who else can we ask for help?

A) The parents/carers are your first source of information. If you or the parents/carers would like to discuss any issues further, then why not try contacting the child's Health Visitor or Children's Centre? If the child has involvement of known medical services e.g. a community nurse or Paediatrician, why not ask them? It may be the case that a child is already undergoing a treatment programme for toileting which would need to be continued whilst attending the early years provider.

<u>Please remember that you need parental permission to talk to any agency about a specifically named child.</u>

Document History

Date	Change details	Reviewed by
23/02/2013	New policy to supersede the previous policy 'Toileting a Child 4.0' and contain information on Intimate Care.	Rowan Pettitt
21/04/2013	Changed 'Playgroup' to 'Pre-school'	Rowan Pettitt
18/09/2013	Updated logo and added toilet and intimate care guidance	Julie Pearce
4/01/14	Added 'Points specific to our setting'.	Rowan Pettitt
23/01/2015	Updated legislation references.	Ellie Hibberd
03/12/2015	Policy reviewed – updated reference to Children Act to reflect	Rowan Pettitt

	newest version in 2004. Checked policy against template on DCC website and it remains the same, no change required.	
03/08/2016	Policy reviewed – checked against DCC website. No changes.	Rowan Pettitt
01/01/18	Policy reviewed – checked against DCC model policy – no changes.	Rowan Pettitt
16/05/18	Play Leader changed to Preschool Leader	Ellie Hibberd
02/10/18	Policy reviewed – no updates	Donna Manser
01/10/19	Policy reviewed – no updates	Donna Manser
06/10/19	Amended EYFS from 2014 to 2017. Amended SDO to DSL. Removed 'usually the assistant Playworker' to make frequent inspections…… (pg. 130) CRB changed to DBS	Clare Livingstone
23/10/20	Policy reviewed – no updates	Anna Shelbourne
22/09/21	Policy reviewed – no updates	Anna Shelbourne
29/09/22	Policy reviewed – no update	Anna Shelbourne
01/09/23	Policy reviewed – no update	Charlotte Gibbins
01/09/24	Policy reviewed – no update	Charlotte Gibbins
01/10/25	Policy reviewed. Added ref. to Health, Safety & Environmental Policy. Changed EYFS version to Sept 2025. Various changes to delete unnecessary statements and add current practice.	Clare Livingstone
01/11/26	Policy reviewed – changed EYFS 2025 to 2026	Clare Liivngstone