

St Matthew's Bloxam C of E Primary School



Toileting and Intimate Care Policy

2026

Introduction

Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning up a pupil after they have soiled themselves) to intimate personal areas. In most cases such care will involve cleaning for hygienic purposes as part of a staff member's duty of care. In the case of a specific procedure only a person suitably trained and assessed as competent should undertake the procedure (e.g. the administration of rectal diazepam).

The issue of intimate care is a sensitive one and will require staff to be respectful of the child's needs. The child's dignity should always be preserved with a high level of privacy, choice and control. There shall be a high awareness of child protection issues. Staff behaviour must be open to scrutiny and staff must work in partnership with Parents / Carers to provide continuity of care to children wherever possible.

St. Matthew's Bloxam C.E. Primary School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. St. Matthew's Bloxam C.E. Primary School recognises that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.

Some children will enter our school, Foundation stage or beyond with a Special Educational Need that prevents them from toilet training, or that has caused a delay in the usual time frame for toilet training (between two and three years of age.) Our school expects that children will be toilet trained on entering the school Nursery, except in instances where a child has an EHCP or is acquiring one.

In such instances where a child may not be able to toilet train and will need intimate care *permanently*, we would expect the child to have (or be in the process of acquiring) an EHCP (Education Health Care Plan.) The hours allocated to the child would take into account toileting and intimate care needs, and adult/s allocated to support the child would be responsible for managing the care for him/her.

In such instances where a child has *delayed* toilet training due to SEND need, -

social, emotional and physical development, we would expect the child to have an EHCP (or be in the process of acquiring one). The hours allocated to the child would take into account toileting and intimate care needs, and adult/s allocated to support the child would be responsible for managing the care for him/her. This management would be likely to include efforts at toilet training the child (using timed toileting, or other methods suggested by the Parents / Carers and other relevant professional, such as the School Nurse, the SENDCo, Specialist Teacher, the Occupational Therapist and the Educational Psychologist).

Our approach to best practice

The management of all children with intimate care needs will be carefully planned. The child who requires intimate care is treated with respect at all times; the child's welfare and dignity is of paramount importance.

Staff who provide intimate care are trained to do so (including Child Protection / Safeguarding and Health and Safety training in lifting and moving) and are fully aware of best practice. Apparatus will be provided to assist with children who need special arrangements following assessment from physiotherapist/occupational therapist as required.

Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation. Whenever possible staff who are involved in the intimate care of children will not usually be involved with the delivery of sex education to the children in their care as an additional safeguard to both staff and children involved.

The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for him/herself as he/she can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child.

Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers need to be present when a child is toileted. Where possible one child will be catered for by one adult from the named list for that child, where assessed appropriate two adults may be required to assist with intimate care needs.

Intimate care arrangements will be discussed with Parents / Carers on a regular basis and recorded in the child's care plan (if they have one). The needs and wishes of children and Parents / Carers will be taken into account wherever possible within the constraints of staffing and equal opportunity legislation.

The protection of children

Education Child Protection Procedures and Inter-Agency Child Protection procedures will be adhered to.

All children will be taught personal safety skills carefully matched to their level of

development and understanding.

If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. She/he will immediately report concerns to the Designated Senior Lead for Child Protection.

If a child becomes stressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents / Carers/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the child's needs remain paramount. Further advice will be taken from outside agencies if necessary.

If a child makes an allegation against a member of staff, all necessary procedures will be followed (See Child Protection/Safeguarding policy).

Changing facilities

The dignity and privacy of the child should be of paramount concern. The disabled toilet / changing area is private. The intimate care plan will be followed, specific to each child.

Equipment provision

Parents / Carers have a role to play when their child is still wearing nappies / pull ups. The parent should provide nappies, pull ups, disposable bags and wipes. Schools are responsible for providing gloves, a bin and liners to dispose of any waste.

Health and safety

Staff should always wear appropriate equipment – e.g. gloves when dealing with a child who is soiled when changing a nappy. Any soiled waste should be placed in a polythene waste disposal bag, which can be sealed. This bag should be then placed in a bin (complete with a liner) which is specifically designated for the disposal of such waste. The bin should be emptied on a weekly basis and it can be collected as part of the usual refuse collection service as this waste is not classified as clinical waste. Any wet / soiled clothing will be placed in a plastic bag and sent home.

St. Matthew's Bloxam C.E. Primary School's expectation for toilet training for children who are developing within normal parameters socially, emotionally and physically:

The school expects that children will be toilet trained on entering the school Nursery (the beginning of the September of the Academic Year they turn three years of age), or any class beyond this (Reception to Year 6), except in the instances where a child has an EHCP (or is in the process of acquiring one) that includes temporary or permanent incontinency (see above).

The school understands that children of all ages, but particularly in Nursery and Reception are likely to have accidents (especially urine accidents), and ensures children are treated sensitively and without blame in such circumstances. They are supported in changing themselves, and the school has a small stock of spare clothes

for this purpose. One adult may be present where there is no need for intimate care: i.e. the child simply needs some support with dressing or undressing to put on clean clothes.

The school does not have the right to refuse entry to the school, or withhold a place for a child because he or she is not toilet trained.

Where a child is not toilet trained, the school would expect Parents / Carers to disclose this to the class teacher or SENDCo, prior to entry to Nursery, Reception or beyond, whether the child has Special Educational Needs *or* is developing within typical parameters.

Clear guidelines for pupils, Parents / Carers and school staff for children who are developing within normal parameters socially, emotionally and physically, but have not been toilet trained on entry to the school Nursery, Reception Class or beyond:

At St. Matthew's Bloxam we believe that open and direct communication between the school and the Parents / Carers is paramount to forming positive relationships with families. The school does not believe in a culture of blame for the child or the family, and simply seeks to work with families to find a solution. The school also understands that some children will have only just turned three on entry to Nursery, and that age appropriate toilet training is still within typical parameters for such individuals. In such circumstances where there are delicate issues to be discussed (such as toilet training of school age children), we are well equipped to support Parents / Carers through many different avenues, and hope that professional and supportive dialogue can enable families who have struggled with this, to achieve their goals.

- Firstly, we would expect that families who have children of typical development, that have been unable to toilet train their child would disclose this to the school, either prior to starting at St. Matthew's Bloxam or when the child starts (in Nursery, Reception or beyond)
- Each case is individual and there can be not hard and fast rule as to what happens next. Many different solutions can be found to this issue. The following list is not exhaustive, but provides a flavour of typical measures that may be used.
- Concerted effort of toilet training at home prior to starting school, using resources such as children books on the subject, wearing no clothes, watching family adults and children use the toilet, sticker charts and so on.
- The child should come in with a fresh pull up or nappy at the start of the day, wearing clothes that are easy to put on and take off themselves. Full time children will be changed at lunch time.
- Contact your Health Visitor / Doctors for support.
- Put the Parents / Carers in contact with other supportive networks or individuals through school or the local Health Visitor who may be able to advise and support them on a more personal level.
- Make a referral to the Occupational Therapist where the school or the Parents / Carers has noticed other behaviours that may indicate sensory issues, and

therefore affect the child's ability to toilet train (such as touching others, flapping, mouthing and licking non-food objects etc.)

- Regular reminders from the class teacher to use the toilet, typically half hourly (It is *not always possible* for a class teacher to implement or sustain this once all of the children are in full time).
- Make an appointment with the GP to discuss the issues.
- A review meeting may be held to support successful toilet training. It may be that during this period, other developmental anomalies come to light. Should this happen, further options will be discussed and the child *may* be put onto the school's SEND Register and given an Individual Education Plan to support his or her development, including toilet training. This matter would be handled with the utmost care by the school, understanding that the Parents / Carers may not have been aware until this point that their child has developmental delays or Special Educational Needs of any kind. The school would continue to work closely with the Parents / Carers and child to ensure that they understand what the school processes are for SEND, how they may be able to support their child at home, and how we can work within a positive partnership for the benefit of the child.

Please Note: Where a child is in pull-ups, and is able to change him or herself into and out of these, the Parents / Carers will be asked to provide these for the school. Baby wipes may also be requested by the school for hygienic reasons.

Other school policies and supporting materials:

The school has a number of policies that support this one. These are available on the school website at: <http://www.st-matthewsbloxam.co.uk/>

Policies that may be useful to read if, for any reason, your child is not toilet trained when starting at St. Matthew's Bloxam C.E. Primary School in any year group:

Equality Information

Equality Objectives.

SEND Policy

Safeguarding Policy

There are many publications that can support Parents / Carers and children with toilet training.

Peep-Poop Potty Training

ISBN: 1903258502

Potty Training (Hamlin)

ISBN 0600606678

Potty Training in a Week (Gina Ford)

ISBN 00918875689

Successful Potty Training (National Childbirth Trust)
ISBN 0007136064

You and Your Toddler (Miriam Stoppard)
ISBN 0751326249

Toilet Training for Individuals with Autism and Related Disorders (Maria Wheeler)
Amazon.co.uk

I Want My Potty (a book for children to read with adults to support their
understanding of toilet training)
ISBN 086264965

Potty Time (Osbourne's Baby World Series)
(A book for children to read with adults to support their understanding of toilet
training)
ISBN 0746038399

This policy will be reviewed in 3 years (2029).

