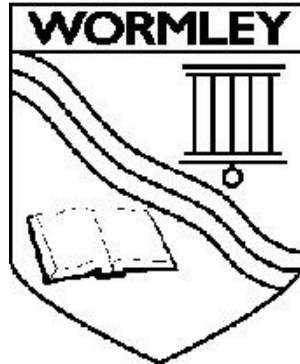


WORMLEY C of E PRIMARY SCHOOL (VC)

Have Faith, Show Respect, Take Responsibility and Achieve

This report has been written with our vision in mind that each child should grow in their awareness of themselves and others, maximise their learning potential and with God all things are possible.



Intimate Care Policy

Policy last reviewed - Summer 2026

Policy next review - Summer 2029

INTRODUCTION

This policy has been written with our vision in mind that each child should grow in their awareness of themselves and others, maximise their learning potential and with God all things are possible.

Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which demand direct or indirect contact from members of staff.

During this contact we aim to preserve children's dignity providing a high level of privacy, choice and control. Staff that provide intimate care to children are trained and highly aware of child protection issues. Staff work in partnership with parents/carers to provide continuity of care to children wherever possible.

No child is excluded from participating in our school day or related activities that may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent.

Staff responsible for the intimate care of children will undertake their duties in a professional manner at all times and recognise 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.

PURPOSE OF THE INTIMATE CARE POLICY

- To inform staff, parents, volunteers and governors about the school's responsibilities for the intimate care of children.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.

STATUTORY FRAMEWORK

The intimate care policy should be read alongside the school's Child Protection Policy – A Safeguarding Policy which is written in accordance with the following Statutory Framework:

- The Children Act (1989)
- The Children Act (2004)
- Education Act (2002), section 175
- Hertfordshire Safeguarding Children Board Child Protection Procedures (2007)
- DfES guidance 'Safeguarding Children and Safer Recruitment in Education' (2006)
- HM Government 'Working Together to Safeguard Children' (2013)
- Keeping Children Safe in Education (2014)
- SEND Code of Practice (2015)

SCHOOL AND STAFF VOLUNTEERS

- All children who require intimate care are treated respectfully at all times; the child's welfare and dignity is of paramount importance.
- All staff involved in providing intimate care will receive Child Protection Training.
- Staff will be supported to adapt their practices in relation to the needs of individual children taking into account developmental changes such as toilet training and accidents, the onset of puberty and menstruation.
- Staff carefully communicate with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.
- All children 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 themselves as they can.
- Individual intimate care plans may be drawn up for particular children as appropriate

PROCEDURES

- Parents to provide a supply of nappies, pull-ups, sanitary towels, wipes etc. when required; staff will inform them when more is needed.
- Staff will inform a second adult prior to taking a child to the identified area for changing. The child's privacy will be maintained and respected at all times.
- If a child is toilet training the appropriate Key Stage toilet or IAP toilet may be used. The cubicle with the most privacy to be used when changing a child, however the main toilet door must be open if using the keystone toilet. If a child has soiled themselves in a nappy/pad then the main office disabled toilet or Pelicans toilet is to be used for changing. Nursery or Early years children may be changed on a changing mat (if needed) in an appropriate Nursery or Early years toilet cubicle.
- Staff to wear disposable gloves and aprons.
- Soiled nappies, used gloves and wipes to be double wrapped and disposed of in the bins provided, or placed in a hygienic disposal unit if the number produced each week exceeds that allowed by the Health and Safety Executive's limit.
- Sanitary towels to be disposed of in the appropriate bins located in the disabled and female toilets.
- Children's clothing to be checked and changed if necessary.
- Changing mats and/or area to be cleaned after use with anti-bacterial spray/wipes immediately.
- All changes to be recorded on medical tracker.
- If required parent/carer informed at the end of the session/day.
- Hot water and liquid soap available to both staff and children to wash hands as soon as the care is complete.
- Hot air dryer or paper towels available for drying hands.
- If a pupil refuses to exit the toilets, a staff member is to knock on the main toilet door, warn children they are opening the main door and to check on the safety of the child. If the child continues to refuse to exit the toilets following a verbal instruction the staff member is to offer their hand out and repeat the instruction.

PARTNERSHIP WORKING

The parent/carer:

- Agree to ensure that the child is changed at the latest possible time before being brought to the setting/school
- Provide the school with a supply of nappies, pull-ups, sanitary towels, etc. and a change of clothing
- Understand and agree the procedures that will be followed when their child is changed at school - including the use of any cleanser or the application of any cream
- Agree to inform the school should the child have any marks/rash
- Agree to review arrangements should this be necessary

The school:

- Agree to change the child during a single session should the child soil themselves or become uncomfortably wet
- Agree how often the child would be changed should the child be staying for the full day
- Monitor the number of times the child is changed in order to identify progress made
- Agree to report should the child be distressed or if marks/rashes are seen
- Agree to review arrangements should this be necessary

Equality Impact Assessment

Protected characteristics	Does this policy impact on any of these characteristics?	How would you describe the level of impact?
● <i>age (for staff only)</i>	No	N/A
● <i>disability</i>	Yes	Medium
● <i>ethnicity and race</i>	No	N/A
● <i>gender (sex)</i>	Yes	Low
● <i>gender identity and reassignment</i>	No	N/A
● <i>pregnancy, maternity and breast feeding</i>	No	N/A
● <i>religion and belief</i>	No	N/A
● <i>sexual orientation</i>	No	N/A

Signed as read and understood

L. Hawkins (SENCo and SEN teacher) 14.04.2026

F. Drake (SENCo and SEN teacher) 14.04.2026

