



ST PHILIP'S CE PRIMARY ACADEMY

Intimate Care Policy

Date of policy:	October 2025 Signed copy in file	Signed: Michelle Hargreaves-Swales Headteacher Chair of Governors: Clare Leighton
Review date:	October 2026	

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Safeguarding Statement

At St Philip's Primary Academy, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Philip's Primary Academy. We recognise our responsibility to safeguard all who access the academy and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Mission Statement

St Philip's Primary Academy strives to be an academy where children can celebrate the successes of their learning and achievements, can realise and exceed their potential through quality teaching and learning, can communicate effectively with a variety of audiences and develop the skills and attributes necessary to be positive future citizens in our changing society.

Vision Statement

To provide an outstanding education for the children of St Philip's Primary Academy to raise expectations, aspirations and promote achievement for all in our community.

Statement of Intent

St Philip's Primary Academy is made up of staff and pupils who originate from many nationalities, cultures and faith groups. As an academy we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers. In Early Years we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

Our Guiding Principles

At St Philip's Primary Academy, we pride ourselves on developing a positive ethos built on the foundations of the Christian faith, whilst taking into consideration that most of our pupils, staff and community follow the faith of Islam. We endeavour to ensure we are always '**Working together with hope in our hearts**' This ethos is based on the following principles that, as stakeholders, we all aim to uphold:

Value 1: NURTURING

We demonstrate kindness and caring towards each other so that we can find happiness and fulfilment. We promote and support children's wellbeing to support their growth and

development.

Value 2: OPTIMISTIC

We believe that having a positive attitude towards situations enables us to be forward thinking and supports us in our goal of providing a good and better education for all of our pupils.

Value 3: ASPIRATIONAL

We have high aspirations for the futures of the children in our Academy. Through a high-quality curriculum and planning of lessons that are specifically tailored for our pupils, they will have the opportunity to achieve and surpass their potential.

Value 4: HOPEFUL

The value of hope is interwoven into our teaching and is and is an expression of our faith. Hope supports our spirituality, and through that, virtues such as forgiveness, empathy and compassion come to the fore.

Value 5: SINCERE

We are united as a whole to ensure integrity, honesty and trust are maintained. This quality within our academy means that we follow our values to ensure that we always do our best for pupils, staff and community.

Value 6: ASSURED

Our goal is to see our pupils confident, armed with independence and conviction, echoing 'Let your light shine' - Matthew 5:16

Value 7: RESPECTFUL

All members of our academy, including pupils, staff, governors, visitors and the wider community, should be treated with respect. We hold politeness in high regard and we are accepting of each individual's uniqueness.

Value 8: KNOWLEDGEABLE

By fostering resilience, collaboration and risk-taking, we craft an environment where pupils are ready to be lifelong learners.

Purpose of the Intimate Care Policy

The purpose of Intimate Care Policy is to safeguard all parties as well as recognise and assess the needs of the individual child in ways that;

- Maintain the dignity of the individual child.
- Are sensitive to their needs and preferences.
- Maximise safety and comfort.
- Protect against intrusion and abuse
- Respect the child's right to give or withdraw their consent.
- Encourage the child to care for themselves as much as they are able and protect

the rights of everyone involved.

Definition of Intimate Care

Intimate Personal Care includes hands-on physical care in personal hygiene, and physical presence or observation during such activities.

Intimate personal care tasks can include:

- Body bathing other than to arms, face and legs below the knee.
- Toileting, wiping and care in the genital and anal areas.
- Dressing and undressing.
- Application of medical treatment, other than to arms, face and legs
- Supporting with the changing of sanitary protection.

Scope of Policy

This policy applies to all staff undertaking personal care tasks with children but particularly to those who are in the Early Years Foundation Stage. The normal range of development for this group of children indicates that they may not be fully toilet trained. Due to parenting issues it may be that some may not even have commenced toileting training at this age. In addition to this, there are other vulnerable groups of children and young people that may require support with personal care on either a short, longer term or permanent basis due to SEND, medical needs or a temporary impairment. This could include;

- Children and young people who have limbs in plaster.
- Children and young people needing wheelchair support
- Children and young people with pervasive medical conditions.

Toilet Training

Starting school or nursery has always been an important and potentially challenging time for children. 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, there is a wide variation in the time at which children master the skills involved in being **fully** toilet trained. For a variety of reasons children in the EYFS may;

- Be fully toilet trained across all settings
- Have been fully toilet trained but regress for a little while in response to the stress and excitement of beginning Foundation Stage One or Two.
- Be fully toilet trained at home but prone to accidents in new settings.
- Be on the point of being toilet trained but require reminders and encouragement.
- Not been toilet trained at all but have serious disability or learning difficulties.
- Have delayed onset of full toilet training in line with other developmental delays but will probably master these skills during the Foundation Stage.
- Have SEND and might require help (during the Foundation Stage and beyond) with all or some aspects of personal care such as washing, dressing or toileting

Schools are not expected to toilet train pupils. Therefore, unless a child has a disability, as defined through legislation, it is expected that parents/carers will have trained their child to be clean and dry before they start in Foundation Stage 1.

At St Philip's we will admit children who are not yet toilet trained or who have continence problems, however; parents are encouraged to train their child at home as part of their daily routine, and school will reinforce these routines whilst avoiding any unnecessary physical contact.

If possible, staff should work with children of the same sex and be mindful of and respect the personal dignity of the pupils when supervising, teaching or reinforcing toileting skills (if identified in the intimate care plan).

Partnership with Parents

Partnership with parents is an important principle at St Philip's and is particularly necessary in relation to young children. Much of the information required by school to make the process of intimate care as comfortable as possible is available from the parents/carers. Regular consultation and information sharing is an essential feature of this partnership.

In Early Years Foundation Stage; practitioners should discuss the toileting needs with the parents/carers and in instances where children have not been toilet trained at home the practitioner must discuss with parents/carers about the possible developmental delay as this may provide opportunities to involve other agencies such as Health Visitors.

If St Philip's begins to admit into Foundation Stage One a disproportionate number of children who are not yet toilet trained then a member of the Senior Leadership Team will contact the Health Visitor for our area to liaise our concerns.

Intimate Care Agreement and Plan

At St Philip's we require that intimate care agreement/plans be created and permission sought from parent/carers for pupils that require intimate care needs.

- In Early Years Foundation Stage; the intimate care agreement will have permission sought for all children regardless of toileting needs.
- For Children with SEND or temporary impairment a plan will be created identifying care needs, named people and permission given.

Safeguarding

Safeguarding is an essential part of intimate care. Practitioners who are going to provide intimate care or change a child must inform the teacher or another member of staff that they are going to do this. Whilst there is no requirement that two adults be present; practitioners have a right to withdraw from providing intimate care by themselves and may opt for a second person to be there, but with the child's dignity in mind.

Health and Safety

The provider must promote the good health of children attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill

(Early Years Foundation Stage Statutory Framework p.27, 2017)

To protect the health and safety of both children and staff, precautions will apply for nappy, pull ups, changing of clothes and intimate care. These precautions include:

- Staff to wear fresh disposable aprons and gloves while changing a child.
- Soiled nappies/pull ups securely wrapped and disposed of appropriately.
- Changing area/toilet to be left clean.
- Caretaking/cleaning staff to be informed.

Facilities and resources

Suitable hygienic changing facilities for changing children and young people are provided within school. For children in Early Years Foundation Stage the recommended changing facility is the Nursery Water Closet behind a drawn intimacy curtain. For children and young people Year 1 and above, the recommended changing facility is the disabled toilets and shower room located opposite the hall.

Whenever possible it is recommended that:

- Mobile children are changed standing up in a cubicle.
- If this is not possible, the next best alternative is to change a child on a purpose built changing bed if there are SEND requirements (where provided).
- Children in FS1 and FS2 may be changed behind the intimacy curtain in the Nursery Water Closet.

In practical terms toileting issues require the provision of;

- Hot running water and antibacterial soap
- Toilet rolls
- Antiseptic cleanser
- Sterilising fluid
- Bowl/bucket

- Paper towels
- Disposable aprons and gloves
- Nappy bags
- Bin
- A supply of spare nappies and wipes (provided by parent/carer)
- Spare clothes (provided by parent/carer and kept on peg)

Review

This policy should be reviewed and ratified by the Governing Body of St Philip's Primary Academy every two years.

Appendix 1

Intimate Care Procedure for Staff

Staff should take care (both verbally and in terms of their body language) to ensure that the child is never made to feel insecure.

Best practice should be followed by all those involved with intimate care by following the procedures and protocols listed below and seeking clarity when required from the SENDCO or EYFS Lead.

Practitioners agree to:

- Be fully aware of the Intimate Care Policy
- Recognise that for most children, achieving continence is one of many developmental milestones.
- Work in partnership with parents/carers
- Take full account of the religious views and cultural values attached to aspects of intimate care related to the child.
- Agree with parents, the appropriate terminology for the genital and anal parts of the body and functions. Use these terms as appropriate.
- Where children require an 'Intimate Care Plan' agree the procedure for personal care/toileting.
- Respect each child's dignity.
- View 'changing' time as a positive learning experience (aiming to gradually increase the child's independence and self-worth)

During Intimate Care:

- Speak to the child personally by name so that she/he is aware of being the focus of the activity.
- Give explanations of what is happening in a straightforward and reassuring way.
- Enable the child to be prepared for and to anticipate the events while demonstrating respect for his/her body. i.e. signal an intention to wash/change.
- When washing, always use a sponge/flannel and where possible encourage the child to attempt to wash private parts themselves.
- Use the facilities and changing rooms that provide modesty.
- Respect child's right to withdraw intimate care.
- Keep records, which note responses to intimate care and changes in behaviour.

I understand the procedure for Intimate Care and have fully read the policy.

Name..... Date.....

Signature

Appendix 2

EYFS Intimate Care Agreement

Early Years is a time of growth and very rapid developmental change for all children. During this time; children may not have mastered their toileting needs and may need assistance in going to the toilet, have occasional accidents or are not toilet trained.

To enable practitioners to provide intimate care in cleaning and changing your child we require your agreement.

Parents/ Carers:

- Agree to change the child at the latest possible time before coming to school
- Will provide spare nappies, wet wipes and a change of clothes
- Understand and agree to the procedures for toileting and changing at St Philip's that may include cleaning genital and anal areas (See policy for further details)
- Agree to inform school should the child have any marks/rashes
- Agree to encourage the child's participation in toileting procedures wherever possible.
- Agree to the school discussing possible delayed development with Health Visitor.
- Agree that a child may refuse intimate care from practitioners and in these instances parent/carers are required to come to school to provide care.

The school:

- Agree to change the child should they soil themselves or become wet
- Agree to report to the head teacher or SENDCO should the child be distressed or if marks/ rashes are seen
- Agree to review arrangements, in discussion with parents/ carers, should this be necessary
- Agree to encourage the child's participation in toileting procedures wherever possible
- Agree to take the appropriate action to respect the cultural practices of the family.

Child's Name Parent's Name

Name of Health Visitor/Doctors Surgery

I agree to work with school and give permission for intimate care.

Signed

Appendix 3

Record of Intimate Care Intervention

Child's Name:.....

Class/ Year Group:.....

<i>Date</i>	<i>Time</i>	<i>Procedure</i>	<i>Staff Signature</i>	<i>Second Signature</i>

Appendix 4

Intimate Care Plan – St Philip’s CE Primary Academy

Child’s Name		Class/ Year Group	
DOB		Male/Female (delete as appropriate)	

Home Address	
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Medical Needs	
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List of Agreed Carers	
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Resources	
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Soiled/Wet Clothes	
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Other Arrangements	
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This form must be completed by the parent/carer and a member of staff and a copy given to both. This should also be displayed in the Disabled Toilet near the Hall/EYFS.

I agree that my child should be assisted with toileting or changing as described above:

Signed (Parent/Carer): _____ Date: _____

Signed (Staff Member): _____ Date: _____

