

General Welfare Requirement: Safeguarding and Promoting Children's Welfare

The provider must promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill.

Promoting health and hygiene

1.19 Intimate Personal Care

Policy statement for St Joseph's Pre-school

This policy provides guidance on intimate personal care¹. It focusses on the toileting needs of children in the Early Years Foundation Stage (EYFS) including issues such as toilet training, incontinence and toilet accidents. It may also be useful in dealing with other incidents that may require a child to remove their clothes. These include changes required as a result of water play, messy play, sickness, weather etc. It also includes the disposal of nappies for children who use them.

Activities known as 'Clinical Tasks' which require additional training² are covered in policy 1.18 Managing Children with Allergies, or who are sick or infectious.

St Joseph's Pre-school has an obligation to meet the needs of children with delayed personal development in the same way as we would meet the individual needs of children with delayed language, or any other kind of delayed development. No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time. We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

We encourage all parents to use nappies instead of pull ups. Pull ups are for occasional accidents because they do not hold as much urine or excretion. Meaning the child will often need a full or bottom half change of clothes where the pull ups leak. If your child is not ready for toilet training, please use nappies as they are better at holding your child's toileting needs and, therefore, easier to remove and change. Please note that the setting cannot accept cloth nappies, only disposable.

The setting will share policy and procedures for dealing with children's general toileting needs with parents or carers. It is important that there is a positive dialogue between home and Pre-school about strategies in use with the child so that these can be reinforced as appropriate.

It is the right of the child to be treated with sensitivity and respect, and in such a way that their experience of personal care is a positive one. As far as possible the child should be allowed to exercise choice and should be encouraged to have a positive image of their body.

¹ ie. hands-on physical care in personal hygiene, and/or physical presence or observation during such activities, eg toileting (wiping and care in the genital and anal areas).

² Three main categories: (i) acceptable care tasks, ie. tasks which just require additional training; (ii) complex care, eg. application of splints or treatments like assisting with the administration of oxygen; and (iii) emergency care procedures, eg. anaphylactic pens.

There should be recognition that toileting support can involve risks for both the child and any adults in attendance. We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained.

We have a provision to dispose of used nappies in a safe sanitary disposal unit held within the disabled toilet within pre school premises. This will be collected and disposed of appropriately.

Procedures

At St Joseph's Pre-school we recognise that children will join us having reached differing levels of independence and development in toileting and self-care.

- The setting has set regular nappy changing times of 10.30am and 2pm each day. However, children are also changed whenever the need arises, we do not leave them in wet or soiled nappies or clothing.
- Young children from two years should wear nappies or other types of trainer pants as soon as they are comfortable with this and their parents agree.
- All practitioners undertake changing young children. However, it is noted that some children prefer their key person and this is facilitated wherever possible.
- Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.
- Each young child has their own changing bags to hand with their nappies and changing wipes.
- Gloves and aprons are put on before changing starts and the areas are prepared.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, practitioners ensure that nappy changing is relaxed and a time to promote independence in young children. Practitioners are gentle when changing; they avoid pulling faces and making negative comments about 'nappy contents'.
- No child is left in soiled or wet nappies or pants as we have a 'duty of care' towards children's needs and this could be interpreted as neglect.
- Practitioners do not make inappropriate comments about young children's genitals when changing their nappies.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on the toilet and talk to a friend who is also using the toilet. A training seat is available if needed.
- Changing areas are left clean and ready for the next child.
- Used nappies are disposed of hygienically by staff within the allocated safe disposal unit located on the premises.
- Children are encouraged to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Anti-bacterial hand wash liquid or soap should not be used for young children.
- NB: If young children are left in wet or soiled nappies in the setting this may constitute neglect and will be a disciplinary matter. Pre-schools have a 'duty of care' towards children's personal needs.
- Older children access the toilet when they have the need to and are encouraged to be independent and wash their hands afterwards.
- Children are reminded at regular times to go to the toilet, eg. before lunch.

Advice and support

There are other professionals who can help with advice and support. Family Health Visitors and Community Nursery Nurses have expertise in this area and can support adults to implement toilet training programmes in the home. Health Care Professionals can also carry out a full health assessment in order to rule out any medical cause of continence

problems. Parents are more likely to be open about their concerns for their child's learning and development and seek help if they are confident that they and their child are not going to be judged for the child's delayed development.

Sensitivity and respect

The child should be spoken to by name and given explanations of what is happening. Privacy appropriate to the child's age and situation should be provided. The child should be encouraged to care for his/her self as far as possible to enable them to become independent. Items of good quality, appropriately sized spare clothing should be readily available.

Adults should be aware and responsive to the child's reactions. Some children refuse or are very reluctant for an adult outside of the family to care for them. In these circumstances, the Pre-school will discuss with the parent or carer what special arrangements can be made.

The dignity of the child must be respected and so as much as can be kept confidential between child, Pre-school and parent or carer. In addition, the child's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.

Safeguarding children and adults

Anyone caring for children has a common law 'duty of care' to act like any prudent parent. Staff ensure that children are healthy and safe at all times.

- Adults dealing with the toileting needs of children should be employees of St Joseph's Pre-school and have undergone an enhanced Disclosure and Barring Service (DBS) check.
- All staff are aware of the Pre-school's policies and procedures.
- All staff have received appropriate training and will receive support where necessary.
- All toileting incidents must be reported straight away. The minimum information to be kept is the date and time, the name of the child, the adult(s) in attendance, the nature of the incident, the action taken and any concerns or issues. The parents are informed as soon as possible and staff should have the opportunity to raise any concerns or issues.
- Leaving a child in soiled or wet clothing for any length of time, even if waiting for the arrival of a parent or carer, could be interpreted as a form of abuse.
- The normal process of cleaning a child should not raise child protection concerns, and there are no regulations that indicate that a second member of staff must be available to supervise the process to ensure that abuse does not take place. DBS checks are carried out to ensure the safety of the children with staff employed by the Pre-school. Evidence of these checks is kept in the setting's Single Central Record, which can only be accessed by the Chair and Ofsted. If there is a known risk of false allegation by a child or parent then a single member of staff should not clean a child unsupervised. Members of staff must ensure that they do not change or clean a child in a room with the door closed.

Health and safety

In the case of a child accidentally wetting, soiling or being sick whilst on the premises:

- staff should wear single-use disposable gloves and aprons to deal with the incident;
- St Joseph's Pre-school provides disposable wipes and encourages the child to use them and to wash the private parts of their body;
- soiled clothing is double bagged and tied;
- the hygiene procedure is displayed in the washroom area;

- hand-washing procedures are in place and good hygiene practice is followed. Disposable nappies and gloves are put in a sealed bag and into the sanitary disposal unit held within the disabled toilet within pre-school premises; and
- if assistance is required by a child when using the toilet, staff wear single-use disposable gloves which are bagged and disposed of.

Roles and responsibilities

Parents and carers are made aware of policies and procedures related to intimate personal care and all specific instances related to their child. If it becomes evident that a child has an ongoing problem that requires regular intimate personal care intervention, the Pre-school will make arrangements with the parent/carer for the long term resolution of the problem. This is likely to include a care plan that involves the parent/carer directly as well as external reference to a Health Care professional.

Further Guidance

- St Joseph’s Pre-school’s Safeguarding Children and Child Protection (including managing allegations of abuse against a member of staff) policy and procedure³.
- [Early Year Foundation Stage](#) (EYFS) statutory framework (latest version).

Associated Policies and Procedures

- No 1.2 Safeguarding Children and Child Protection.
- No 1.18 Managing Children with Allergies

Version Number	Author	Purpose of Change	Date
1.0	K Coupe	Reviewed and page numbered	Sept 2014
2.0	L Hampshire	Reviewed and updated	Feb 2016
3.0	K Coupe, N Powers & H Elliott	Reviewed, updated and version controlled	01 May 2019 Committee Meeting
4.0	K Coupe & N Powers & H Elliott	Renamed intimate personal care and reference to ‘Clinical Tasks’	16 Jan 2020 Committee Meeting
5.0	K Coupe & N Powers	Nappies versus pull ups – clarification of Pre-school stance	06 Aug 2020 Committee Meeting
6.0	K Coupe	Updated to • confirm that the setting cannot accept cloth nappies; and • include “Associated Policies & Procedures” section as per Safeguarding Audit 175/157 2023	08 Feb 2023 Committee Member (S Webb)
7.0	K Coupe	Updated in response to EYFS 2025.	27 Jan 2025 Committee Member (H Heaven)

³ Policy 1.2

Additional guidance 1: Good practice – toilet training

Introducing toilet training

St Joseph's Pre-school looks out for signs that a child is ready for potty/toilet training and we work with parents and carers to implement an agreed programme. Some children will be late in achieving milestones and toilet training will be delayed accordingly. Incontinence can be part of a medical condition or part of global delay. A few children may never be totally continent and so the emphasis will be on management of the condition.

A child will pass through these 3 stages as they develop bowel/bladder control:

- The child becomes aware of having wet or dirty pants.
- They know that urination/defecation is taking place and may indicate this.
- The child realises that they need to urinate/defecate and may say so in advance.

Toilet training will be more successful if the child is at the last stage.

Assess the child over a period of 2 weeks to determine:

- If there is a pattern to when the child is soiled/wet.
- The indicators that the child is giving that they need the toilet (actions, facial expressions).
- Hourly visits to the toilet and monitoring of wet, soiled or dirty pants help to determine toileting behaviour and show an emerging pattern.

Some strategies to support the process:

- Familiarise the child with the toilets, use other children as good role-models (being sensitive to their privacy), flush toilets, wash hands etc.
- Encourage the child to use the toilet when they are indicating in some way that there is a need, but do not force the issue.
- Take the child to the toilet at a time when monitoring has indicated that they usually open their bowels.
- Ensure that they are able to reach and are comfortable on the toilet. Training seats are available at the setting.
- Stay with the child and talk to them to make the experience more relaxed.
- Accept that the child may not use the toilet – it may take time to develop the idea of what is expected. Do not become anxious, praise the child when the toilet is used.
- There may be some setbacks (possibly an emotional reason), patiently continue.
- Accidents will occur, deal with them discreetly and without fuss.
- The process may take time – be patient and the reward will be very satisfying.

It is important to develop a home/pre-school approach in order for the process to succeed.

Good practice in supporting children with SEN:

- The child's statement will outline their needs and objectives and the educational provision to meet those needs and objectives. Funding is provided to meet the child's needs.
- When a child's independence and self-help skills are delayed these will be identified in the statement and programmes will be recommended to develop these skills.

Additional Guidance 2: Home/Pre-school partnership

In some circumstances it may be appropriate for St Joseph's Pre-school to set up a home/Pre-school agreement that defines the responsibilities that each party has, and the expectations that each has for the other. This might include:

The parent:

- Agreeing to ensure that the child is toileted at the latest possible time before being brought to Pre-school.
- Providing the Pre-school with a change of clothing, wipes, etc.
- Understanding and agreeing the procedures that will be followed when their child is changed at the setting.
- Agreeing to inform the setting should the child have any rashes or marks.
- Agreeing to a minimum change policy, ie. the Pre-school would not undertake to change a child more frequently than if they were at home.
- Agreeing to review arrangements should this be necessary.

The Pre-school:

- Agreeing to a minimum change policy, ie. the setting would not undertake to change a child more frequently than if they were at home.
- Agreeing to monitor the number of times the child is changed in order to identify progress made.
- Agreeing to report should the child be distressed or if rashes or marks are seen.
- Agreeing to review arrangements should this be necessary.
- Encourage and support the child to conduct their own self-care as much as possible.

Further Guidance

- Keeping Children Safe in Education (latest version)