

## EYFS Intimate Care Guidelines St Vincent's

**ST VINCENT'S**  
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*These guidelines are to be read alongside St Vincent's Intimate Care Policy*

It is generally expected that most children will be toilet trained and out of nappies before they begin in EYFS (Early Years Foundation Stage) at a school setting. **No child will be excluded from participating in school who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent.**

### Principles of Intimate Care

The following are the fundamental principles of intimate care upon which our guidelines are based.

#### **Every Child has the right to:**

- Feel safe
- Personal privacy
- Be valued as an individual
- Be treated with dignity and respect
- Be involved and consulted on their own intimate care to the level of their understanding
- Express their views and have their views considered
- Have levels of intimate care that are appropriate and consistent.

### Parental Responsibility

It remains the responsibility of the parent/carer to toilet train their child.

If children are not fully toilet trained by the time they attend school parents should:

- Agree to inform the school should the child have any rashes or marks on their intimate areas
- Provide the school with adequate changes of clothing, wipes, nappy sacks, pull-ups, nappies etc
- Agree to ensure that the child is toileted at the latest possible time before being brought to school
- Understand and agree the procedures that will be followed when their child is changed at school
- Agree to a minimum change policy i.e. the school would not undertake to change a child more frequently than if they were at home
- Agree to return any items of clothing borrowed from the school in a clean and dry state
- Agree to review arrangements should this be necessary

### Staff Responsibility

Personal/Intimate care may involve certain activities that leave staff feeling vulnerable to accusations of abuse. It is unrealistic to expect that all risk will be eliminated, no matter what level of vigilance is adopted, but it is hoped that staff following this guidance will feel less fearful. The process of changing a nappy or toileting a young child should not normally raise child protection concerns, and there are no regulations that require two members of staff to be available. However, if there is a known risk of allegation, or a child has been subject to

child protection investigation, then a single person should not undertake personal care. **Intimate care should only be undertaken by staff employed by the school/setting with a satisfactory enhanced DBS (Disclosure & Barring service) it is not appropriate for volunteers or students at the school to be involved in a child's intimate care.**

Children with disabilities may be particularly vulnerable because;

- They may not be able to communicate what is happening;
- Due to hospitalisation, fostering, residential / short break care they may have multiple carers; They may not have had access to good quality, well differentiated PSHE and SRE. Schools must consult Social Care whenever planning toilet training or special toileting arrangements for children with a Child Protection Plan.

Schools should invoke Safeguarding Children procedures whenever there are indications that a child is at risk of significant harm.

Anyone caring for children, including teachers and other school staff, has a duty to care and act like any reasonably prudent parent.

The EYFS Statutory Framework emphasizes the importance of 'equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported'. The following four guiding principles are endorsed in the framework:

- every child is a **unique child**
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates.**

In addition, one of the Early Learning Goals for children to achieve by the end of the Foundation Stage is to "manage their own basic hygiene and personal needs successfully, including dressing and undressing and going to the toilet independently".

Qualified Teachers must to work according to Teachers Pay and Conditions 2014 and Teacher's standards which identify that a teacher is required to:

- Promote the safety and well-being of pupils.
- Set high expectations which inspire, motivate and challenge pupils
- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Deploy support staff effectively.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect...
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- Showing tolerance of and respect for the rights of others.

### **Toilet Training**

Toilet training is seen as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults or children.

Starting at an early years setting is always an important and potentially challenging time for both children and their parents, 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 (EYFS), there is wide variation in the time at which children master the skills involved in being fully toilet trained. Children who are not fully toilet trained when they start in the Foundation Stage are not assumed to have a 'medical condition' or SEND. Children may start in the Foundation Stage and:

- be fully toilet trained
- have been fully toilet trained but regressed for a little while due to the excitement and stress of starting at a setting
- may be fully toilet trained at home but have accidents in the setting, or vice versa
- may be nearly there but needs some reminders and encouragement
- not toilet trained, but responds well to a structured toilet training process
- be fully toilet trained but has a serious disability or learning difficulty
- may have development delays but with additional support will master these skills
- have SEND and might require help with some or all aspects of personal care.

The schools in St Vincents' Trust will work closely with parents to ensure a consistency of approach towards toilet training. The schools will follow the lead of the parents in toilet training and will comply with their wishes (unless they are seen as detrimental to a child's safeguarding and welfare).

**If children do have any medical or SEN issues with regards to toileting then an Intimate Care Plan will be implemented.**

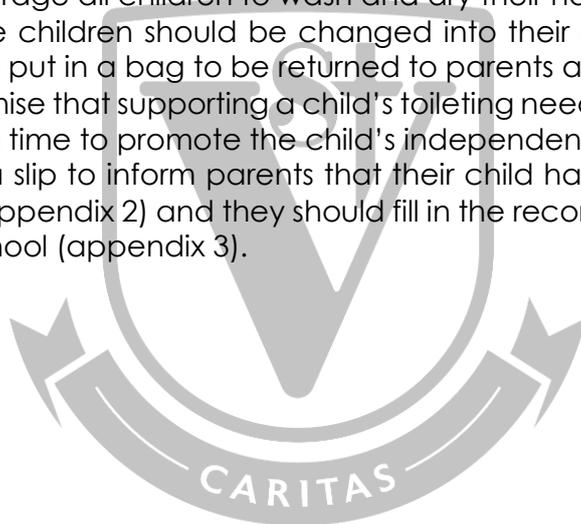
### **Changing outer clothes**

If a child needs help changing outer clothes, for example for PE or if their outer clothes get wet from water play, then the adult will encourage the child to be as independent as possible. Changing of outer clothes will often happen in the classroom environment and with other children and appropriate adults present, such as when getting changed for PE. **This is not classed as intimate care.**

### **Best Practice for Intimate Care in Foundation Stage**

1. When intimate care is given, the member of staff explains, in language appropriate to the child, the care they are going to be carrying out. Staff encourage children to do as much for themselves as they can. Staff may help children to remove their wet/soiled clothes, clean skin, and dress children in own clothes (or those provided by school in case of a child not having a change of clothes).
2. When possible, a child will be changed by a member of staff from their class, or by their key worker, however this cannot always be the case.
3. At all times staff will pay attention to the level of distress and comfort of the child. If the child is ill the member of staff will telephone the parent/carer.
4. If a child refuses or is very reluctant or becomes distressed for a member of school staff to change him/her, then special arrangements should be made for a family member to come in. If this becomes a regular occurrence for a particular child then a meeting with the parent/carer, the safeguarding officer and the teacher needs to be called to discuss an appropriate plan.
5. No child will be left in wet/soiled clothing, as soon as a member of staff is aware of the situation the child is cleaned.

6. A positive approach will be taken at all times, positive encouragement and praise in mastering the necessary skills is given to all children.
7. Where possible a child should be changed in the toilet facilities in the Foundation Stage Unit (FSU). If a child is not going to receive sufficient privacy in the FSU toilet area, then a separate area should be identified for changing. A member of staff should not conduct intimate care of any kind, in a room locked from the inside, when alone with a child. A sign placed on the outside of an unlocked door indicating that changing is in progress would be appropriate in this instance.
8. Where possible one pupil will be cared for by one adult, unless there is a reason for having two adults present, in such cases the reasons will be recorded.
9. Unless a child is having a soiled nappy changed, the child will not normally be changed on a changing mat.
10. Soiled nappies, pull ups, wipes, gloves and aprons should be disposed of according to the policy of the school.
11. Staff should encourage all children to wash and dry their hands after toileting.
12. Whenever possible children should be changed into their own spare clothing. Soiled clothing should be put in a bag to be returned to parents at the end of the session.
13. Staff should recognise that supporting a child's toileting needs should be a relaxed time for the child and a time to promote the child's independence.
14. Staff should fill in a slip to inform parents that their child has needed intimate care at school that day (appendix 2) and they should fill in the record of intimate care sheet to be kept by the school (appendix 3).



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**Appendix 1**

St Vincent's VC Academy

**Early Years Foundation Stage Permission Form for Intimate Care**

If a child wets or soils themselves whilst they are in school, it is important that measures are taken to have them changed and if necessary, cleaned as quickly as possible.

Our staff are experienced at carrying out this task if you wish them to do so or, if preferred, the school can contact you or your emergency contact who will be asked to attend without delay.

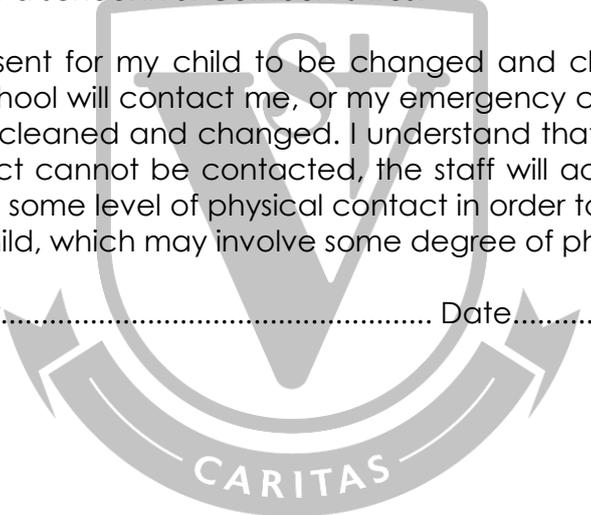
**Please fill out the permission slip below stating your preference**

Name of Child..... Class.....

**Please tick as appropriate**

- I give consent for my child to be changed and cleaned if they wet/soil themselves whilst in the care of a school in St Cuthbert's Trust
  
- I do not give consent for my child to be changed and cleaned if they wet or soil themselves. The school will contact me, or my emergency contact and I will organise for my child to be cleaned and changed. I understand that in the event that I or my emergency contact cannot be contacted, the staff will act appropriately and may need to come into some level of physical contact in order to support the welfare and wellbeing of my child, which may involve some degree of physical contact

Signature of Parent/Carer..... Date.....



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