

EYFS DEPARTMENT

EYFS Safeguarding Children: Intimate Care and Toileting Policy

This Policy applies to the Early Years Department and is published to staff and sent to all parents in the Joining Pack before children join the setting.

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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.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2.Supporting every child	

Rationale

All children at Longridge Towers School have the right to be safe and be treated with dignity, respect and privacy at all times so as to enable them to access all aspects of the school. This policy sets out clear principles and guidelines on supporting intimate care with specific reference to toileting. It should be considered in line with our Safeguarding Policy and Administering of Medicine policy.

This policy supports the safeguarding and welfare requirements of Early Years Foundation Stage (EYFS) 2021 and the Disability Discrimination Act 2005.

Longridge Towers School will ensure that:

- No child's physical, mental or sensory impairment will have an adverse effect on their ability to take part in day-to-day activities.
- No child with a named condition that affects personal development will be discriminated against.
- No child who is delayed in achieving continence will be refused admission.
- No child will be sent home or have to wait for their parents/carer due to incontinence.
- Adjustments will be made for any child who has delayed continence.

Intimate care

It covers any tasks that involve the dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or carrying out a procedure that requires direct or indirect contact to an intimate personal area.

Partnership with parents/carers

The staff work in partnership with parents/carers to share relevant information and provide continued care appropriate to the needs of the individual child. We ask parents/carers to provide a change of clothes if a child regularly needs to change during the school day.

We ask parents/carers to provide:

- spare nappies (if needed)
- wet wipes
- change of clothes/undergarments.

Nappy changing procedures

- Children are changed as and when necessary.
- All children are changed in the children's toilet with the door slightly ajar.
- Staff will wear a fresh pair of disposable gloves when carrying out intimate care tasks. Disposable aprons will also be available if required for any change.
- Soiled nappies are bagged and placed in the designated bin.
- The changing mat is wiped down with antibacterial wipes/spray after each use.
- Staff and the child will wash their hands and dry on disposable towels immediately after completing a nappy change.
- Staff will inform parents/carer at the end of the day about the nappy changes throughout the day.

Toileting 'accidents' procedures

- When intimate care is given, the member of staff explains fully each task that is carried out and the reason for it. Staff encourage children to do as much for themselves as they can.
- Staff will wear a fresh pair of disposable gloves when carrying out intimate care tasks. Disposable aprons will also be available if required.
- Staff and the child will wash their hands and dry on disposable towels immediately after completing the task.
- Parents/carers will be informed the same day if their child has needed help with meeting intimate care needs (e.g. has had an 'accident' and soiled him/herself). This information will be treated sensitively. Soiled clothes will be bagged and discretely given to parents at home time.

Safeguarding

- A child will only ever be changed or cleaned by an employed member of staff. If possible, this will be one of the people listed in their care plan if they have one.
- All staff employed in the school have a full current DBS.
- Staff who provide intimate care have all received Safeguarding training (and, if appropriate, Moving and Handling training).
- Careful consideration will be given to individual situations to determine how many adults should be present during intimate care procedures.
- If a member of staff has any concerns about physical changes in a child's presentation (unexplained marks, bruises or soreness for example) he/she will immediately report concerns to the Designated Safeguarding Lead.
- If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be investigated at an appropriate level and outcomes recorded.
- If a child makes an allegation about a member of staff this will be investigated in accordance with agreed procedures.

Record keeping

Individual care plans will be drawn up for any child requiring regular intimate care such as nappy changing. Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the care plan.

The care plan will set out:

- what care is required
- number of staff needed to carry out the task (if more than one person is required, reason will be documented)
- additional equipment required
- child's preferred means of communication (e.g. visual, verbal). Agree terminology for parts of the body and bodily functions
- child's level of ability, i.e. what tasks they are able to do by themselves
- acknowledge and respect for any cultural or religious sensitivities related to aspects of intimate care
- be regularly monitored and reviewed in accordance with the child's development.

Northumberland Children's Services Guidance on Intimate Care

Lack of toilet training should not be a barrier for children attending Early Years settings.

The Disability Discrimination Act makes specific requirements regarding children with disabilities/additional needs, which has implications for our practice for all children.

The Disability Discrimination Act makes it clear that:

- If a child cannot be toilet trained in time for playgroup/nursery because of a disability/additional need, the setting has a duty to look into the situation and consider how they can make 'reasonable adjustments' to enable the child to attend. This means they have to think about what can be done within the setting to allow the child to be changed when necessary and for a toilet training programme to be supported as and when appropriate.
- The setting also has a legal duty to anticipate adjustments to accommodate disabilities/additional needs and not simply to respond to them on arrival.
- There must be no 'blanket policies' in any setting. For example, "We don't take children unless they are toilet trained/we don't take children in nappies". Settings must anticipate having to make 'reasonable adjustments' to meet the needs of all children with disabilities/additional needs that may come into the setting in the future. The setting may make a decision regarding reasonable adjustments in consultation with the responsible body for that setting – governing body, LA, voluntary, private, independent group etc. Any decision about how reasonable adjustments are due to cost, health and safety or resource issues should be taken in the light of the Disability Discrimination Act. **There would have to be 'material and substantial' reasons not to make these adjustments.** Parents wanting their child to be educated in the setting would have the right to challenge this decision through the Special Educational Needs and Disability Tribunal (SENDAT).⁸

Toileting and intimate care for all children

The Disability Discrimination Act can only make requirements of a setting in respect of children with disabilities/additional needs.

Northumberland would, as an inclusive Local Authority, have an expectation that settings follow the guidelines below:

- All settings should be prepared to change nappies and support toilet training programmes for all children regardless of whether or not they have a specific diagnosis or disability.
- An intimate care policy should be in place in all early years' settings and schools and should be adhered to by all staff.
- In order to maintain high quality and inclusive childcare, practitioners will be expected to change nappies.
- Parents and carers should never feel under pressure to have their child toilet trained before they will be accepted into an early year's unit – it may leave them feeling anxious or inadequate.
- Practitioners should support and reassure parents and carers that their child will be welcomed into the group.

Every child is an individual and, therefore, will have a unique developmental pattern. Toilet training is a developmental stage that may create anxiety for the child and their parents and carers. Some children will be out of nappies between the ages of two and three – for others it will be later and for some it may never happen.

If 14% of 3 year olds sometimes wet their pants, this means that, for every one hundred 3 year olds who go through a setting, 14 will sometimes wet their pants. The term 'toilet training' suggests that children can somehow be taught to have control over their bladder and bowels. Early years practitioners with a

sound knowledge of child development will know that bladder and bowel control is largely dependent on the maturity of the child's nervous system although anxiety may interrupt the emerging control.