



Our visions and values:

Protecting children's right to play learn and have a voice.
Keeping parents involved in children's development
Governors and staff leading the way on quality
Working partnership with health professionals and schools
Being ethical, respectful and tolerant

Intimate care policy

Responsible governors	Children's Learning and Development Committee
Last review date	Autumn 2025
Date of next review	Autumn 2027
The policy is available for staff at:	School offices and shared drive
And for parents/carers at:	School offices

Policy audit

Version, revision date, who revised, section revised

V1, Spring 2018: Helen Currie, Pat English, Margaret Rees, John Coggin, Sarah Tansley, Zena Piperdy
V2, Summer 2020: Helen Currie: Addition of COVID guidance
V3, Autumn 2020; Helen Currie: No change
V4, Autumn 2021; Helen Currie: Addition of section on achieving independent toileting
V5, Autumn 2023; Helen Currie: No change
V6, Autumn 2025; Alison Emmett: accessibility improved: no tables, logo description, language level decreased; added advice about constipation

Scope

This policy sets out:

- How we support children with toilet training and nappy changing.
- Why we do it like this.

Policy Statement

In line with the Equality Act 2010, the Forest Alliance of Nursery Schools will ensure:

1. We welcome all children, no matter their age or whether they are toilet trained. We will not exclude any child from our schools for still wearing nappies or pull-ups.
2. We work with parents towards toilet training at the right age for the child. There might be medical or other developmental reasons why this age changes.
3. We change our bathroom set-up and hygiene practice to welcome children who aren't yet toilet trained.
4. We see toilet training as a self-care skill. Children can learn it happily with the full support and non-judgemental concern of adults.

AIMS

The aims of this policy and associated guidance are:

- To safeguard the rights and promote the welfare of children.
- To guide and reassure staff who change children's nappies.
- To reassure parents and carers that staff are experts in personal care.
- To reassure parents and carers that we take account of their concern.
- To protect children from discrimination and ensure inclusion for all.

Basic Principles

These are our principles when we change nappies:

- Respect and safety. We treat nappy changing as a private, special time. We make sure children feel safe. We respect them as individuals.
- Privacy and dignity. We respect a child's right to privacy and dignity while meeting their needs.
- Learning independence. We use this time to help children learn about toileting. This supports their journey to independence.

Vulnerability to Abuse

As part of our safeguarding practice we develop children's resilience and self-esteem. This is what we do:

- We change children in a reassuring and caring way.
- Only members of staff who the child knows change them.
- We signal our plan to change a child's nappy. We ask for their consent in a way that fits their development.

We teach children that it's not OK for just anyone to pick them up, take them off, and undress them.

Staff should always change children in the nappy-changing areas:

- The windows must be clear.
- Staff must be where they can be seen from the corridor.

This allows for privacy without secrecy. It creates a culture of open-ness and ensures all adults follow safe working practices.

Concerned about safe and proper nappy changing? Raise it at once with the safeguarding team.

Staff must never have a device in either the sleep room or the changing room that can take photographs. If other staff see a colleague with an iPad or camera in these spaces, they must challenge them and tell the DSL of the incident.

Working with Parents/Carers

We work with parents/carers on nappy changing routines.

- When parents are present, we ask them to change their own child's nappy, e.g. when a child is settling in.
- If a child has a disability or medical needs that might affect their personal care, we make a SEND plan together.
- When a child first starts at the nursery we ask parents to tell us any special words/actions/particular needs their child has for nappy changing. We point families to the [children's bowel and bladder charity, ERIC](#). They can learn more about how other children behave and feel less alone.
- If we notice anything significant when we change a nappy changing, we tell their parents at the end of the session (i.e. badly soiled nappy/strong smelling urine etc.)
- Sometimes children get very constipated. We ask families to talk to their key person. We remind them that under 3s should be drinking a litre of water each day. When a doctor suggests

disimpaction, we point families to [what ERIC says](#). ERIC suggests that families try to do this during school holidays.

- Some medicines change toilet habits. When a child is taking any medication, parents must fill out a form. It's called 'Parental Agreement to Administer Medicine and Record of Medicine Administered'. Get it from the office.

Achieving Continence

We encourage all our children to achieve continence when they show signs that they are ready. The entire procedure is designed to make nappy changing a relaxed time. It's a chance to promote independence in young children.

Protection for Staff

- At Low Hall, staff have a rota for changing nappies. At Church Hill the 2-year-old team have a rota for changing the 2-year-olds. For older children, the member of staff who finds that a child needs changing is the one to take care of that child's needs, as long as the child knows them.
- Our staff includes men and women, so both men and women change children in our schools.
- Students don't change nappies.
- Agency staff will not change nappies unless employed as a key person on a long-term basis.
- We recruit staff following Safer Recruitment Procedures. Two notable features of this are: 1. we get references for all staff, and 2. we do DBS checks for all staff.
- Staff tell another member of staff when they are taking a child to do a personal care procedure. They do this discreetly.
- Staff don't take their iPads into sleep spaces or changing areas.
- If something happens that causes staff concern: 1. if need be, they call a second member of staff, 2. they report the incident to their line manager, and 3. record it on My Concern straight away. This might be because of something a child says or does during intimate care.
- We have Risk Assessments for Toileting and Nappy Changing procedures. We review them once a year.
- Staff do training in:
 - how to dispose of blood and bodily fluids safely and cleanly.
 - Intimate/Personal care for children with specific needs
 - safe moving and handling.

These good working practices comply with our Risk Assessments.

Nappy Changing Procedure

This is what we do:

- Make sure the door is propped open (Low Hall) or the window blind is open (Church Hill). This is a **Safeguarding Procedure**.
- **Hang up any iPads** on the hook outside
- Before starting, do a visual **Risk Assessment**. Make sure the changing unit and the area are clean and safe.
- **Encourage** the child to find their own bag from their peg.
- **Encourage** the child to walk by themselves up the steps (at Church Hill) or the ladder (Low Hall).
- **Ask** the child to lie down with their head towards the door.
- **Don't** lift a heavy child. Always move the changing mat to the floor.

- Nappy Changing is a part of the routine. Use the time as a **Learning Experience**. Sing songs, do counting, and encourage lots of language.
- **Always** wash and dry your hands. Then put on a protective apron and protective gloves.
- **Always** stand to the side of the child, not at their feet. This avoids coughs and sneezes.
- **Always** use a new set of gloves and an apron for each nappy change.
- Using wipes, **always** clean the child from front to back.
- Place the used wipes and soiled nappy in the nappy sack. Put them straight into the pedal-bin. Use the pedal.
- If a child has run out of nappies or doesn't have any in their bag, use a spare one.
- If a child is upset, ask a colleague for support. They can distract the child and support you.
- Take the child back to nursery.
- Afterwards, **always** wipe down the nappy changing mat to disinfect the area.

As they grow, children get more and more independent about toileting. Staff support their selfcare strategies. They help the children to learn a sense of privacy.

Staff support children when they need it. They ask children if they need support in managing to wipe themselves. We ask children if they need help. Staff will always say before they enter the toilet areas. For example, to see if a child who's been in the toilet for a long time needs support. These things help them learn about consent and privacy.

We use the NSPCC guidance called PANTS to help children learn about privacy. See it at <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

We work in partnership with families and ask for information as children start with us about their special words for toilet and what support they need, but we understand that our toilets are different to bathrooms at home and that many new starters need support as they begin this process.

As children become independent they will often have accidents. We happily support children to get changed during this period. However, once children are demonstrating independence staff do not check underwear as part of any routine, so we ask families who notice that their child needs further support to speak to their key person. This information will be shared during staff meeting times to ensure all children who need support get it.

end
