STANHOPE PRIMARY SCHOOL

INTIMATE CARE AND TOILETING POLICY

2026-2027

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Stanhope Primary School
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Stanhope Primary School

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Intimate Care and Toileting Policy

Introduction

The school aims to provide an inclusive learning environment that supports pupils with a wide range of needs. We show that we care by responding promptly and discreetly to pupils' needs, while respecting their dignity, privacy and developing independence. Pupils develop independence with toileting at different rates, and some, including older pupils, may need temporary or ongoing support. This policy applies to pupils who need help with toilet training, toileting or other intimate care, both at school and on educational visits, including residential visits.

This policy draws on Hampshire County Council's 'Guidance on Toileting Needs in Schools and Early Years Settings' (2020) and takes account of the Equality Act 2010, KCSIE 2026 and relevant statutory guidance on SEND, medical conditions and the Early Years Foundation Stage. It should be read alongside the school's safeguarding, medical conditions and educational visits policies.

This policy:

- Recognises the importance of working in partnership with parents/carers and listening to pupils;
- Sets out the principles of good practice and the use of individual care plans;
- Clarifies the implications of the Equality Act 2010 and relevant SEND duties;
- Sets guidance for all pupils, including those with special educational needs and disabilities or medical conditions;
- Emphasises the employer's duty to safeguard the health and safety of pupils and staff;
- Provides safeguarding guidance for staff providing intimate care;
- Raises awareness of the need to protect the dignity and privacy of the pupil; and

- Sets out the procedure to follow when supporting a pupil who has wet or soiled themselves, including during residential visits.

Staff providing intimate care are engaging in regulated activity with children and must have an enhanced DBS check with barred list information, as required by Keeping Children Safe in Education 2026. Staff must also and have any training required by the pupil's individual plan.

Partnership with Parents/carers
Open and supportive communication with parents and carers is fundamental to planning for and meeting a pupil's toileting needs effectively and sensitively. Staff will also listen to the pupil's views and involve them in decisions in a way that suits their age and understanding.

Many parents may feel anxious about their child's toileting needs, particularly if they have encountered negative attitudes or difficulties in obtaining support. For some pupils, their toileting needs may be relatively short term; others may need ongoing support, including as they grow older.

Parents and carers should feel confident that the school will provide discreet, respectful care. Staff will agree and review a practical care plan with the pupil and their parents or carers, explain who will provide support, and make it easy for families to raise concerns.

Partnership with Pupils
The pupil will be involved as fully as possible in planning their toileting support. Staff will take account of their age and communication needs, listen to their views and preferences, and explain the support agreed with them. The plan will promote the pupil's independence while respecting their dignity and privacy.

Principles of Good Practice
The school recognises that each pupil's circumstances are different and will plan support around their individual toileting needs. Where a pupil is disabled, the school will consider and make reasonable adjustments in line with the Equality Act 2010. The headteacher will ensure that appropriate staff are available to provide the agreed care, including cover when needed.
Appropriate PPE and hygiene supplies will be readily accessible, and staff will follow the school's infection prevention procedures when providing intimate care. When recruiting new staff, the school will make any personal care duties clear in the relevant role description. The SENCo will coordinate individual care arrangements where a pupil has SEND. The headteacher will ensure that staff providing care receive appropriate guidance, any pupil-specific training required, and practical support to protect the dignity and safety of pupils and staff.

All children have an educational entitlement irrespective of their difficulties with toileting.

- Pupils who need assistance with toilet training or other toileting or intimate care arrangements will be treated with respect, dignity and sensitivity.
- Pupils who are not continent or cannot toilet independently will receive the level of assistance they need. The school will seek advice or support from relevant health or other professionals where this is needed to plan or provide their care.
- The school will work in partnership with parents and carers in planning for toileting needs and will involve the pupil as fully as possible. Plans will recognise that some pupils may continue to need support over time.
- The school will agree a consistent approach with parents and carers where this meets the pupil's needs, recognising that routines at home and school may sometimes differ.

- The school, in partnership with parents/carers, the pupil and any other professionals involved, will develop and review care plans, working towards the greatest independence appropriate for that pupil while ensuring their comfort, dignity and safety.
- The governing body, headteacher and senior leadership team will ensure that toileting needs are addressed constructively and that staff have the arrangements needed to provide agreed care.
- School staff will be provided with access to appropriate resources and facilities and be supported by clear plans, policy guidelines and training. All staff supporting pupils with toileting difficulties must receive appropriate information any pupil-specific training needed to carry out their role safely and confidently.
- The headteacher and senior leadership team will ensure that relevant hygiene and health and safety procedures are followed, and that individual risks are assessed where necessary.
- The governing body, headteacher and senior leadership team will fulfil their duties under the Equality Act 2010, including reasonable adjustments for disabled pupils, and section 100 of the Children and Families Act 2014, which concerns support for pupils with medical conditions.
- Where a pupil has a child protection plan or is currently supported by children's social care, the designated safeguarding lead will liaise with the allocated social worker when planning or reviewing toileting arrangements. Relevant information will be shared in line with the school's safeguarding procedures.
- If toileting concerns affect attendance, the school will work with the pupil and their family to understand and remove the barriers. The school's attendance lead will coordinate support and involve the local authority where appropriate, in line with *Working together to improve school attendance* (2026). Toileting needs alone will not be a reason to delay, reduce or deny attendance.
- Care arrangements will also be considered when planning educational visits and residentials so that pupils can participate with appropriate support.

Disability and toileting needs under the Equality Act 2010

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The school will consider each pupil's circumstances and make reasonable adjustments for disabled pupils where required.

A pupil does not need a diagnosis or a recognised disability for the school to plan appropriate toileting support. The school will not apply a blanket requirement for pupils to be continent before admission or delay a pupil's start solely because they need toileting support.

Delayed continence is not necessarily linked with learning difficulties and does not, on its own, mean that a pupil has a disability or special educational needs. Some pupils will need short-term support; others may need continuing assistance and may not achieve independent toileting. The school will plan support around each pupil's individual needs, dignity and participation in school life.

Guidance on starting school

Pupils with toileting difficulties should be able to start Reception alongside their peers. At this stage it is not possible to assume that failure to achieve independence with toileting is in itself an indication

of special educational needs. Some pupils will have special educational needs, a disability or a medical condition that requires planned toileting support. Where a pupil is disabled under the Equality Act 2010, the school will make reasonable adjustments as required. Support will also be planned for pupils who need it but do not meet that legal definition.

The school will respond to toileting needs individually and support pupils to take part in lessons, playtimes, visits and other school activities. A pupil will not be excluded from these activities solely because they are not continent.

Staff will provide the toileting assistance agreed in a pupil's care plan and encourage independence in an age-appropriate, sensitive way. Where a pupil is developing toileting skills, the school will work with parents and carers, the pupil where appropriate, and relevant professionals to agree a consistent approach at home and at school. Any specific toileting programme undertaken in school will be set out in the plan, with appropriate guidance and training for staff.

Admission will not depend on a blanket standard of continence. The school will discuss each pupil's needs with their family before they start, wherever possible, and put suitable support in place without unnecessarily delaying admission. The SENCo will coordinate planning where the pupil has, or may have, special educational needs or a disability.

Planning and providing toileting support

Before a pupil starts school, wherever possible, staff will discuss their toileting needs with the pupil and their parents or carers. The school will seek advice from relevant professionals when needed, identify any facilities, resources, training or risk assessment required, and agree an individual care plan where ongoing support is needed. The plan will set out who will provide care, how the pupil's privacy and dignity will be protected, and how the pupil will be supported towards the greatest independence possible. Relevant staff will know their responsibilities, and the plan will be reviewed as the pupil's needs change.

Staff will respond promptly and sensitively when a pupil needs changing. A pupil will not be left wet or soiled while waiting for a parent or carer to attend, and parents or carers will not be expected to remain on standby during the school day. Toileting needs will be planned for during visits and other activities so that pupils can take part.

Specialist advice and equipment

Where a pupil's toileting needs require specialist support, the SENCo will work with the pupil, their parents or carers, and relevant professionals to identify what is needed. With appropriate consent, the school will seek health advice and any staff training required to provide safe, consistent care. Where a physical disability affects personal care, the school may seek advice from Hampshire's Specialist Teacher Advisory Service, including its Physical Disability team, about suitable arrangements, risk assessments and specialist equipment. Agreed support will be recorded in the pupil's care plan and reviewed as their needs change.

Health and safety considerations

The school will manage intimate care in accordance with the Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations 1999, protecting pupils and staff and assessing risks where appropriate. The governing body and headteacher will ensure that suitable arrangements, facilities, equipment and staff guidance are in place.

Staff will follow the school's infection prevention procedures, including hand hygiene, appropriate personal protective equipment, cleaning and safe waste disposal. Where care may expose staff to infectious material, risks will be assessed and controlled in accordance with the Control of Substances Hazardous to Health Regulations 2002 (COSHH). A pupil-specific risk assessment will be completed where additional risks arise, such as moving and handling or the use of specialist equipment. The school will ensure all known allergies are considered when planning and carrying out each pupil's care, including allergies relevant to gloves, wipes and other care products.

Safeguarding during intimate care

Intimate care will be provided by school staff who have the appropriate checks, information and training for their role. A second member of staff **must** be aware when intimate care is being provided and **must** be nearby and available to assist if needed. They do not need to observe the care unless the pupil's care plan or risk assessment requires two adults to be present. Staff will explain what they are doing, respect the pupil's privacy and wishes as far as possible, and follow the agreed arrangements for recording care.

Volunteers and work-experience pupils will not provide intimate care.

Staff **must** report any safeguarding concern about a pupil promptly to the designated safeguarding lead, in accordance with the school's Child Protection Policy. Concerns about an adult's conduct during intimate care must be reported through the procedures in that policy and the staff code of conduct. Staff must not investigate concerns themselves.

Residential visits and overnight care

Before a residential visit, staff will speak privately with the pupil and their parents or carers to agree any overnight support needed. Disposable pyjama pants will be offered as a practical option, alongside bed pads, spare nightwear and bedding where appropriate. These arrangements can help protect the pupil's privacy if an accident occurs, in shared sleeping accommodation. The plan will reflect the pupil's needs.

Pupils will know how to seek help privately during the night. Staff will respond calmly to any accident, change bedding or clothing discreetly, and share information only with those who need to know. Overnight continence needs will not prevent a pupil from taking part in a residential visit

All incidents of wetting/soiling will be recorded on CPOMS.

This will allow staff to:

- Keep confidential and stored securely
- Compliant with the Data Protection Act 2018 and UK GDPR
- Reviewed regularly to identify patterns that may indicate additional support needs
- Used to monitor the effectiveness of care plan

Appendix A – Providing toileting assistance and changing

We show we care using the following principles in dealing with intimate care:

1. PREPARE DISCREETLY
   - Follow the pupil's care plan and check that the necessary supplies and equipment are available. Check any relevant allergies or sensitivities.
   - Tell a second member of staff that intimate care is taking place. They must remain nearby and available to assist but do not need to observe the care unless the pupil's care plan or risk assessment requires two adults to be present.
   - Use a private, suitable space where the pupil's dignity can be maintained.
   - Prepare everything needed before beginning so that the pupil is not left unattended or exposed unnecessarily.
2. EXPLAIN AND LISTEN
   - Explain the proposed help using language and communication methods the pupil understands.
   - Ask the pupil how they would like to be helped and give them sufficient time to do as much as they can independently.
   - Respect the pupil's preferences wherever reasonably possible.
   - If the pupil becomes distressed or objects, pause where it is safe to do so, offer reassurance and seek advice from a senior member of staff. Routine care must not be forced.
3. PROVIDE CARE
   - Keep the pupil covered as much as possible and uncover only the area necessary to provide care.
   - Follow the agreed care plan, including any moving and handling instructions.
   - Use the agreed products and equipment, taking account of any allergies or sensitivities.
   - Respond calmly and sensitively to accidents. Never shame, blame, rush or draw unnecessary attention to the pupil.
   - Do not leave a pupil wet or soiled while waiting for a parent or carer to attend.
   - Maintain appropriate professional boundaries throughout.
4. FINISH SAFELY AND DISCREETLY
   - Follow the school's procedures for hand hygiene, cleaning, protective equipment and waste disposal.
   - Help the pupil into clean, dry clothing while encouraging as much independence as possible.
   - Place wet or soiled clothing in suitable sealed packaging and return it discreetly in accordance with school procedures.
   - Check that the pupil is comfortable and emotionally settled.
   - Help the pupil return to their activity without drawing attention to the care they have received.
5. RECORD AND REPORT
   - Make a brief, factual record of the care provided, including any departure from the pupil's agreed care plan on CPOMs.
   - Record unexpected intimate care using the school's intimate care record.
   - Share information only with staff who need it to safeguard or support the pupil.
   - Inform parents or carers in the way agreed in the pupil's care plan or, following an unexpected accident, as soon as reasonably practicable.
   - Report any injury, unusual distress, disclosure, unexplained observation or safeguarding concern immediately through the school's safeguarding procedures.

- Review the pupil's care plan if their needs, level of independence or preferred arrangements change.

UNEXPECTED ACCIDENTS

Where a pupil has an unexpected accident and does not have an individual care plan, staff must apply the same principles and arrange prompt, sensitive care. The absence of a care plan must not result in the pupil being left wet or soiled.

Any continuing support should be discussed with the pupil and their parents or carers. The pupil's preferred language, communication needs, level of independence, choice of products and any particular sensitivities should then be recorded in an individual care plan.

Appendix B Individual Intimate Care Plan

For normal school activities

In providing intimate care, we show that we care by protecting the pupil's dignity, privacy, safety and growing independence.

This plan is confidential and should be shared only with staff who need the information to support the pupil safely. Staff must also follow Appendix A of the Intimate Care and Toileting Policy.

1 Pupil details

	Details
Pupil's name	
Date of birth	
Class	
Plan coordinator	
Date created	
Review date	

Existing individual healthcare plan		
☐ Yes – attached	☐ No	☐ Not applicable

2 Pupil needs

Reason intimate care support is required
Any relevant medical condition, disability, allergy, or sensitivity

Communication needs and preferred words signs or symbols
Signs that the pupil needs the toilet or requires assistance
What the pupil can manage independently
Assistance the pupil requires

3 Pupil views and preferences

The pupil's views and preferences must be respected wherever reasonably possible. Staff will explain the proposed care using language the pupil understands and encourage them to do as much as they can independently.

The pupil has been involved in preparing this plan	
☐ Yes	☐ No – record the reason below

Reason the pupil has not been involved if applicable
How the pupil prefers to ask for help
How staff should offer help discreetly
Preferred member or gender of staff *where reasonably practicable*

Actions or situations that may cause anxiety or distress

How staff can provide reassurance

4 Agreed toileting arrangements

The pupil
☐ will request the toilet independently
☐ requires discreet reminders
☐ requires support at agreed times
☐ requires support when staff identify agreed signs
☐ has another agreed arrangement recorded below

Agreed times reminders signs or routine

Location where care will be provided

Equipment and products required	
☐ Spare underwear	☐ Spare clothing
☐ Disposable pants or pads	☐ Changing mat or changing bed
☐ Step or specialist toilet seat	☐ Hoist or moving and handling equipment
☐ Wipes or agreed cleaning products	☐ Disposal bags
☐ Other – record below	

Other equipment or products

Items supplied by parents or carers

Items supplied by the school

Relevant allergies or product sensitivities

Arrangements for storing supplies discreetly

5 Staffing arrangements

	Details
Staff member 1	
Staff member 2	
Staff member 3	

A second member of staff must be aware when intimate care is being provided and must be nearby and available to assist. They do not need to observe the care unless this plan or the pupil's risk assessment requires two adults to be present.

Circumstances in which two members of staff must be present

Moving and handling instructions

Staff training required or completed

6 Agreed care procedure

Staff must follow Appendix A of the Intimate Care and Toileting Policy together with the pupil-specific arrangements below.

Pupil-specific instructions and the agreed order of care

Response if the pupil becomes distressed or objects

Arrangements for wet or soiled clothing

7 Recording and communication

Information must be recorded on CPOMs using the intimate care category.

Parents or carers will be informed	
☐ After each occasion	☐ At the end of each day
☐ When care differs from the usual plan	☐ Using an agreed home–school record
☐ Other – record below	

Agreed method and timing of communication

Information must be communicated discreetly and shared only with those who need it to safeguard or support the pupil.

9 School activities and visits

Adjustments for PE swimming or changing for school activities

Arrangements for day visits and off-site activities

Additional equipment or supplies to be taken

This plan will inform the planning of educational visits. A visit-specific assessment or plan will be completed where the activity or setting creates additional needs or risks. Toileting needs alone will not prevent the pupil from participating.

10 Safeguarding

Any injury, unusual distress, disclosure, unexplained observation or safeguarding concern must be reported immediately in accordance with the school's safeguarding procedures.

Any concern about an adult's conduct must be reported through the procedures in the school's Child Protection Policy and staff code of conduct. Staff must not investigate concerns themselves.

11 Agreement and review

This plan has been discussed with	
☐ Pupil	☐ Parent or carer
☐ Class teacher	☐ SENCo
☐ Healthcare professional	☐ Other – record below

Other people involved

Pupil comments

Parent or carer comments

Role	Name	Signature	Date
Parent or carer			
Plan coordinator			
SENCo or senior leader			

	Details
Plan shared with relevant staff on	
Date of next review	

The plan should be reviewed at least annually and sooner if the pupil's needs, circumstances, preferences or level of independence change.

Appendix C Residential Visit Health and Personal Care Plan

For overnight educational visits
This visit-specific plan records the arrangements needed for a pupil to take part safely and fully in a residential visit. It should be read alongside the pupil's existing plans, the visit risk assessment and Appendix A of the Intimate Care and Toileting Policy.
In providing personal care, we show that we care through calm, discreet support that protects the pupil's dignity, privacy and growing independence. This plan is confidential and must be shared only with staff who need the information.

1 Visit and pupil details

	Details
Visit name	
Venue	
Departure date and time	
Return date and time	
Visit leader	
Pupil's name	
Date of birth	
Plan coordinator	
Date created	
Review date before departure	
Parent or carer contact	
Emergency contact number	

2 Existing needs and plans

Existing Plans or risk assessments	
☐ Individual intimate care plan	☐ Individual healthcare plan

Existing Plans or risk assessments	
☐ Pupil-specific risk assessment	☐ Moving and handling plan
☐ None of these are required	☐ Other – record below

Health and personal care needs relevant to the visit
Allergies product sensitivities or dietary needs relevant to this plan
Communication needs and preferred words signs or symbols
What the pupil can manage independently
Assistance the pupil requires

3 Pupil views privacy and preferences

The pupil should be involved in planning at a level appropriate to their age and understanding. Their preferences should guide how support is offered wherever reasonably practicable.

The pupil has been involved in preparing this plan	
☐ Yes	☐ No – record the reason below

Reason the pupil has not been involved if applicable

How the pupil prefers to ask for help

How staff should offer reminders or assistance discreetly
Preferred member or gender of staff *where reasonably practicable*
What may cause anxiety embarrassment or distress
How staff should reassure and support the pupil
Information the pupil wishes to remain especially private

4 Daytime toileting and personal care

Usual daytime routine reminders or signs that assistance is needed
Private locations identified at the venue and during activities
Named staff who will provide or coordinate daytime support
Arrangements for journeys, excursions and activities away from the accommodation
Supplies to be carried during daytime activities and how they will be stored discreetly

5 Overnight support

Arrangements must be agreed sensitively with the pupil and their parents or carers before the visit. The aim is to reduce disruption, support comfortable sleep and enable any care to be provided without drawing attention to the pupil.

Usual night-time pattern routine and signs that support may be needed
Usual arrangements at home that the pupil is comfortable using

Protective and practical arrangements agreed for the visit	
☐ Protective nightwear or disposable pajama pants	☐ Washable or disposable bed pad
☐ Waterproof mattress protector	☐ Spare pajamas underwear and clothing
☐ Spare bedding ready for discreet use	☐ Night light or clear route to the toilet
☐ Discreet staff check at an agreed time	☐ Agreed prompt to use the toilet
☐ Private washing and changing arrangements	☐ Opaque storage or laundry bags
☐ No additional protective measures required	☐ Other – record below

The agreed combination should, wherever possible, reduce the likelihood that wet bedding or clothing will bring attention in a shared sleeping area. Arrangements must protect privacy and minimize the possibility of other pupils becoming aware of the pupil's needs.

Agreed overnight arrangements including products.

How and when any discreet check or prompt will take place
What the pupil will do if they wake and need help

6 Sleeping and bathroom arrangements

Bedroom room-sharing and bed location arrangements
Location of toilets showers and private changing space
How the pupil can reach a member of staff discreetly at night
Where supplies spare bedding and wet items will be stored

Rooming decisions must consider the pupil's wishes, safety and privacy. A pupil should not be isolated from peers solely because they may wet the bed unless this is their informed preference and it is agreed as the most appropriate arrangement.

7 Response to a wet bed or clothing

Staff will respond calmly and without blame. Care should be provided promptly, privately and with the least possible disruption to the pupil and others who are sleeping.

How the pupil will alert staff or how staff will become aware
Private place for washing changing and completing any intimate care

Agreed sequence for changing clothing and bedding
Arrangements for wet bedding clothing and waste
How the pupil will be supported to return to bed and rejoin the group routine

A second member of staff must be aware when intimate care is being provided and must be nearby and available to assist. They do not need to observe the care unless this plan or the pupil's risk assessment requires two adults to be present.

8 Supplies and preparation

Item	Supplied by	Stored	Quantity
Protective nightwear or disposable pyjama pants			
Washable or disposable bed pads			
Waterproof mattress protector			
Spare pyjamas underwear and clothing			
Spare bedding			
Opaque bags for wet items			
Personal hygiene products			
Other			

Other items or preparation required
Arrangements for checking supplies before departure and during the visit

Supplies should be packed and stored in a way that does not identify the pupil's needs to others. Sufficient spare items must be available for the full visit, including reasonable contingencies.

9 Staffing communication and records

	Details
Lead member of staff	

	Details
Additional named staff	
Staff member responsible overnight	
Second adult nearby overnight	
Senior contact during visit	

Information and training staff require before departure
How essential information will be handed over between staff

Parents or carers will be informed	
☐ After each occasion of intimate care	☐ If arrangements differ significantly from this plan
☐ If there is unusual distress	☐ At the end of the visit
☐ In another agreed way – record below	☐ No routine update is requested unless there is a concern

Agreed method and timing of communication

Any incident of intimate care must be recorded on CPOMs. Records must be brief, factual, and limited to information needed to support or safeguard the pupil. Information must not be discussed where it may be overheard by other pupils or adults who do not need to know.

10 Unexpected events safeguarding and review

Action if supplies, accommodation or facilities are not as expected

Action if the pupil declines support or becomes significantly distressed

Any unusual distress, disclosure, unexplained observation or safeguarding concern must be reported immediately through the school's safeguarding procedures. Staff must not investigate concerns themselves. The visit leader must review this plan before departure and whenever the pupil's needs, preferences, rooming arrangements or visit circumstances change.

11 Agreement and final checks

This plan has been discussed with	
☐ Pupil	☐ Parent or carer
☐ Visit leader	☐ Plan coordinator
☐ SENCo or senior leader	☐ Other professional – record below

Pupil comments or preferences not recorded elsewhere

Parent or carer comments

Role	Name	Signature	Date
Pupil if appropriate			
Parent or carer			
Visit leader			

Role	Name	Signature	Date
Plan coordinator or SENCo			

Final departure checks

	Details
Plan shared with relevant staff on	
Supplies checked on	
Facilities confirmed with venue on	
Final review completed on	