

Leigh Academy Molehill Intimate and Personal Care Guidance

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This guidance enables our setting to provide clear, consistent, personal care to meet the needs of all children.

We believe that all children are entitled to:

- Attend a provision of their choice.
- Should not be discriminated against due to their personal care needs.
- Be consulted about their personal care in accordance with their age and maturity.
- Have personal care needs met by people they know and trust.

We believe that parents/carers are entitled to:

- Their child attending a provision of their choice.
- Be consulted about their child's personal care to ensure that it is sensitive to the family's culture and matched to the child's needs.
- Be assured that their child will, whenever possible, only receive care from people who know him/her well.
- Support in managing toilet training (If applicable).

Frequently Asked Questions:

Where do we stand in relation to the Equality Act 2010 and nappies?

'... any admission policy that sets a blanket standard of continence, or any other aspect of development, for all children is discriminatory and therefore unlawful under the act'.

'Asking parents and carers to come and change a child is likely to be a direct contravention of the DDA, and leaving a child in a soiled nappy for any length of time pending the return of the parent/carer is a form of abuse.' [Appendix 3,

Promoting personal development in foundation and key stage 1 – continence 2005]

If you have no designated changing area you are required to make 'reasonable adjustments' to include all children in your setting.

Schools should have this as a high priority in their Access Plan, included with their Disability Equality Scheme.

If you do not have a purpose built changing area, the toilet area can be used.

The dignity and privacy of the child is paramount.

It is not part of my job description to change nappies or pants. Do I still have to do this?

All settings have a duty of care to their children. Attending to personal needs falls into this category. While there is no duty on teachers and school support staff to change nappies or pants, staff can volunteer. However, where some staff are willing to provide personal care and others not, the organisation would need to discuss the issue, so that children, parents and staff continue to feel valued. It is highly recommended that when job descriptions are reviewed, personal care and the promotion of independent self-care skills are included.

Who provides the nappies?

The child's parent/carer should provide the nappies and any creams/lotions and nappy sacks. However, if you have a nappy disposal unit nappy sacks will not be required. Wipes for cleaning the child can be provided by parents or the setting. It will need to be made clear on your policy who will provide these. Alternatively, water and wipes can be made available by the setting. The setting should provide disposable gloves and aprons for the staff. Anti-bacterial spray for cleaning the area afterwards is required and should be provided by the setting.

How do we dispose of the nappies?

A risk assessment should be carried out. Nappies and wipes can be double bagged and placed in the domestic waste bins. If a nappy disposal unit is used, the contents should be put into a sealed bag (if not double bagged already) and placed in the main bin. Soiled nappies should not be given to parents at the end of the session as this is unhygienic and demeaning.

Do we need more than one person to change a child?

All staff are CRB checked. Recruitment and selection procedures and ongoing suitability checks, such as supervisions and appraisals provide evidence that staff are suitable.

Most children are out of nappies by the time they are 3 years old, why is this an issue?

All children are unique and have a right to be seen as an individual, personal circumstances, health or development have to be viewed holistically with the child's right to access services. Children should not to be discriminated against due to individual needs.

How do we manage changing older children?

All children vary considerably in their needs and wishes around personal care. The setting should talk to the children, and liaise with the parents so needs can be understood and met. Dignity and privacy are very important as children get older.

How do we manage children becoming upset when they have 'accidents' or need changing?

It is important all staff, following a clear management lead, are positive in their attitude to personal care. As with all emotional experiences children benefit from acknowledgement and acceptance of their feelings and an empathic and solution focused response. '...and should be encouraged to have a positive image of her/his body' [Lenehan et al., 2004 p23]

It is vital that the child has a key person, who is familiar with and respected by the child. The personal care environment should be welcoming, child friendly and if possible personalised by the child themselves.

How do we provide 'best care'?

Partnership with parents is very important. Parents should be encouraged to contribute information to the setting to enable all parties to work together. Plans for progress should be agreed together. Policies and procedures that link to personal care should be reviewed at least yearly, seeking parents and children/young people's views to gain ownership and make sure the policies reflect a workable solution.