



# Lady Boswell's C.E. (Aided) Primary School

*Learning Together, Christ at  
the Centre, Learning for Life*

## Personal Care and toileting Policy

Date of Policy: March 2026

Approved: March 2026

Date of Next Review: March 2029

This policy will be updated upon publication of the updated KCC guidance to ensure full local alignment.

Policy authorised by: SLT

Author of Policy: Natasha Wyatt

We value every member of our community as a unique child of God and seek to demonstrate His love through our words and actions. We enable every child to achieve their full potential so that they leave us with their heads inspired and their hearts enriched.

**As a result our children will:**

Develop a positive sense of self and well-being; confident to make the right choices and keep themselves safe in an ever-changing society

Strive for academic excellence, developing a thirst for knowledge and a love of learning

Become effective communicators, collaborators and leaders

Be resilient, resourceful and courageous

Be curious, creative individuals and confident problem solvers

Grow in spiritual awareness and develop a strong moral compass and a deepening understanding of the Christian faith in a multi-faith British society

Become responsible and tolerant global citizens who value diversity, forgive readily, and have concern for the needs of each other, the school, the wider community, and the planet

## **Personal Care and Toileting Policy (Reception – EYFS)**

### **1. Policy Statement**

Our school is committed to ensuring that all children in Reception are supported with their personal care needs in a respectful, safe, and developmentally appropriate manner. We recognise that children enter Reception with differing levels of independence, and we provide a nurturing environment that supports the development of self-care skills over time.

Personal care is approached as part of our wider commitment to safeguarding, personal development, and promoting children's well-being, ensuring all children are treated with dignity and respect.

### **2. Aims**

- To promote independence and self-care as part of the Early Years curriculum
- To ensure children feel safe, secure, and respected
- To manage accidents sensitively and without stigma
- To maintain high standards of safeguarding and hygiene
- To work effectively in partnership with parents/carers

### **3. Curriculum Links**

Personal care and toileting are embedded within our **personal, social and emotional development (PSED)** and **physical development** curriculum. Staff intentionally teach and model:

- Independence skills (managing clothing, hygiene routines)
- Understanding of body awareness and self-care
- Confidence and resilience when managing accidents

Opportunities for developing these skills are planned, modelled, and reinforced through daily routines.

#### **4. Expectations on Entry**

- Most children are expected to be toilet trained on entry to Reception
- The school recognises that some children may still be developing independence
- Parents/carers must communicate any ongoing needs
- Individual support plans will be implemented where required

#### **5. Promoting Independence (Intent, Implementation, Impact)**

##### **Intent:**

To develop confident, independent learners who can manage their own personal care.

##### **Implementation:**

- Regular and predictable toileting routines
- Explicit teaching of handwashing and hygiene
- Staff modelling and verbal prompts
- Support with clothing (e.g. fastenings)

##### **Impact:**

- Children demonstrate increasing independence
- Children show confidence in managing their own needs
- Reduced reliance on adult support over time

#### **6. Supporting Accidents**

- Accidents are managed calmly, discreetly, and without judgement
- Staff use consistent language to reassure children
- Children are encouraged to change independently where possible
- Appropriate support is given where needed, maintaining dignity

Where there are repeated accidents:

- Patterns are monitored and recorded
- Early discussions take place with parents/carers
- Adjustments are made to routines or support

This ensures barriers to learning are identified and addressed promptly.

#### **7. Intimate Care and Safeguarding**

Personal care procedures are underpinned by robust safeguarding practices:

- Staff are trained in safeguarding and understand professional boundaries
- Intimate care is only carried out when necessary and proportionate
- Another adult is made aware when support is being given
- The child's voice, comfort, and consent are prioritised

Leaders ensure that:

- Systems are in place to protect both children and staff
- Any concerns are recorded and acted upon in line with safeguarding procedures
- Practice is monitored to ensure consistency and safety

## **8. Hygiene and Health**

- Clear routines for handwashing are embedded and consistently reinforced
- Staff follow infection control procedures, including use of protective equipment where appropriate
- The environment is maintained to a high standard of cleanliness

Children develop a secure understanding of hygiene as part of their daily routines.

## **9. Inclusion and Equality**

We recognise that not all children will have the same starting points. In line with our inclusive ethos:

- Adjustments are made for children with additional needs
- Individual care plans are implemented where required
- No child is excluded or disadvantaged due to personal care needs

This reflects our commitment to equitable access to education.

## **10. Working with Parents/Carers (Partnership)**

Strong communication with parents/carers ensures consistency:

- Information is shared sensitively and appropriately
- Joint strategies are agreed where needed
- Parents are supported to reinforce independence at home

## **11. Leadership, Monitoring and Staff Training**

Leaders ensure that:

- Staff receive appropriate training and guidance
- Expectations are clear and consistently applied
- Practice is monitored through observation and discussion
- This area supports the wider safeguarding culture of the school

Personal care is recognised as an integral part of children's development, not a standalone task.

## **12. Monitoring and Review**

This policy will be reviewed annually or in response to updates to the **EYFS Statutory Framework**, safeguarding guidance, or school procedures.