



## Toileting and Continence Policy



Toilet and Continence Approved by LGB Committee - Summer Term 2017 and Stockingford on conversion

## Toileting and Continence Policy

### Aims of Policy

Achieving continence is a developmental milestone usually reached within the context of learning in the home before a child transfers to a nursery/school setting. However, for some children entering school, the skill of independent toileting has not been fully acquired and needs to be taught. The 'Every Child Matters' framework includes 'Enjoy and Achieve' as one of the five outcomes. Two of the aims are to enable children to:

- "be ready for school" and
- "achieve personal and social development and enjoy recreation."

### Principles of the Policy

The Early Years Foundation Stage Curriculum includes Personal and Social and Emotional Development as a curriculum strand and specifies planning for "the development of independence skills, particularly for children who are highly dependent upon adult support for personal care." The Stepping Stones include reference to children being able to "dress and undress independently and manage their own personal hygiene." Therefore, children entering the Foundation Stage who have not achieved continence or developed independent toileting skills will:

- not be discriminated against in relation to their admission to school;
- be supported with their toileting needs to help develop concern for their own personal hygiene, independence and well-being.

### Health and Safety

The school already has procedures in place for dealing with spillages of bodily fluids, e.g. when a child accidentally wets or soils himself, or is sick whilst on the premises. The same precautions will apply for nappy changing:

- Staff to wear aprons and disposable gloves whilst changing a child;
- Soiled nappies to be double wrapped and disposed of in the waste disposal unit in the disabled toilets;
- Changing area/toilet to be cleaned after use;
- Hot water and soap available to wash hands as soon as changing is done;
- Paper towels available to dry hands.

**Please refer to the LA's document 'Policy and Guidelines for Moving and Handling Children and Young People with Physical Disabilities.'**

### **Facilities**

Nursery and Reception have their own toilets located in their classrooms. Therefore, facilities for changing children are easily accessible. However, staff should be aware that:

- changing should not take place behind locked doors but in an appropriate area where privacy and dignity can be maintained during the process;
- a changing mat is used on a suitable surface;
- the child should not be made to feel uncomfortable or in any way that they are a nuisance .

Asking or telling parents to come and change their child (unless the parents have expressed a preference for this) or wanting an older sibling to change their sister/brother is likely to be a direct contravention of the Disability Discrimination Act. Leaving a child soiled could also be considered to be a form of abuse.

### **Child Protection**

The normal process of assisting with personal care, e.g. changing a nappy should not raise child protection concerns. There are no regulations that state that a second member of staff must be available to supervise the process to ensure that abuse does not take place. All staff appointed at Walsgrave CE Academy have rigorous DBS checks which are carried out to ensure the safety of children and staff.

Section 18 in the Government guidance 'Safe Practice in Education' states that: *'staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.'*

**It is recommended that the adult who is going to change the child informs the teacher that they are going to do this.**

### **Partnership Working**

Issues around toileting can be discussed with the Foundation Stage Leader/Nursery Teacher during the admissions process. Children starting Nursery receive home visits from the nursery staff prior to starting school. Subsequently, parents of children starting in Reception are invited into school for a pre-admissions meeting. During these meetings parents are provided with opportunities to discuss any concerns they may have

and the involvement of other agencies if necessary, e.g. Health Visitor, Inclusion Support Team. In some circumstances it may be appropriate to set up a Home/School Agreement (See Appendix 1).

### **The Parents/Carers**

- Agreeing to change the child at the latest possible time before coming to school;
- Providing spare nappies, nappy bags, wet wipes and a change of clothes;
- Understanding and agreeing the school procedures followed during changing;
- Agreeing to inform the school should the child have any marks or a rash;
- Agreeing how often the child should be routinely changed if the child is in school for the full day and who will be doing the changing;
- Agreeing to review the arrangements, in discussion with the school, should this be necessary.

### **The School:**

- Agreeing to change the child should they soil themselves or become wet;
- Agreeing how often the child should be routinely changed if the child is in school for the full day and who will be changing them;
- Agreeing to report to the HT and SENCO should the child be distressed or if marks and rashes are seen;
- Agreeing to review arrangements, in discussion with parents/carers, should this be necessary;
- Agreeing to implement an individual toileting management plan if this is required (See Appendix 2).

### **Procedure for Personal Care in School**

- Agreed changing area to allow child privacy/dignity.
- Designated member of staff identified to change child including another named person in case of illness/ absence.
- All named practitioners changing the child to agree on a consistent approach.
- Staff to be provided with disposable gloves (not latex); a disposable apron, disposable 'wet wipes' and nappy bags.

- Child to be encouraged to participate in the changing process as/if appropriate e.g. wiping themselves, pulling up their pants etc.
- Child to be washed (water only) if necessary and changed.
- Nappy to be placed in a nappy bag and disposed of safely.
- Other clothing, if wet and soiled dealt with as agreed.
- Changing area to be thoroughly cleaned.

### **Intimate Care in Key Stage 1 and Key Stage 2**

**Key Stage 1** - We will send a letter to all parents of Reception children prior to them starting school. The letter will inform parents that if a child accidentally soils or wets, we will change them, only if given permission first. A permission slip will be included on the bottom of the letter and will be applicable for the time a child is in KS1 (unless a parent informs us differently in writing.)

We will change children for odd 'accidents' but not routinely as part of day to day personal care.

**Key Stage 2** - Any child that soils or wets will not be changed by any member of staff. However, we will provide a private secure room (such as our disabled toilet) where the child may change on their own. We will supply wet wipes, clean clothes (to the best of our ability out of the 'spares box') and a carrier bag.

The process for the management of a child's personal care needs may need to be further clarified through a '**Personal Care Plan**'. For example, where the school has concerns about parental support, for children transferring to FS2 or above who are not toilet trained and for children with SEND.

Where appropriate, parents and school will need to agree a toilet training programme.

In the very small number of cases where parents do not co-operate or where there are concerns that:

- the child is regularly coming to school/nursery in very wet or very soiled nappies; and/or
- there is evidence of excessive soreness that is not being treated;
- the parents are not seeking or following advice.

There should be discussions with the school's child protection co-ordinator about the appropriate action to take to safeguard the welfare of the child.

### **Agreeing a Procedure for Personal Care in School**

Schools should have clear, written guidelines for staff to follow when changing a child, to ensure that staff follow correct procedures and also are not worried about false accusations of abuse. A student on a 'placement' should not change a child without supervision. Parents should also be aware of the school's procedures and will need reassurance from school that staff changing their child are DBS checked.

Written guidelines should specify:

- Who will change the child (to include more than one person to cover for absence etc.) ;
- Where changing will take place;
- What resources will be used and who will provide them;
- How a nappy will be disposed of;
- How other wet or soiled clothes will be dealt with;
- What infection control measures are in place;
- What the member of staff will do if the child is unduly distressed or if marks or injuries are noticed;
- How changing occasions will be recorded and if/ how this will be communicated to parents.

**Note:** Staff should take care (both verbally and in terms of their body language) to ensure that the child is never made to feel as if they are being a nuisance.

Should a child with complex continence needs be admitted, the child's medical practitioners will need to be closely involved and a separate, individual toilet-management plan may be required.

## Home and School Agreement for Toilet Management



### Parental Responsibilities:

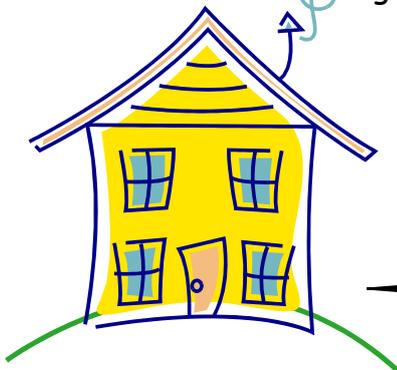
- To ensure that the child is changed at the latest possible time before coming to school;
- To provide nappies, nappy bags, wet wipes and a change of clothing.
- To inform the school of any marks or rashes;
- To continue to implement timed toilet training programme at home.

### School's Responsibilities:

- To change the child when soiled or wet following the agreed procedures;
- To follow a timed toilet training programme;
- To report to the parent if the child becomes distressed or if mark/rashes are seen;
- To ensure where possible that the child will be changed by agreed members of staff;
- To discuss any proposed changes to toileting procedures with the parents/carers.

Parent/Carers' Signature: \_\_\_\_\_

Class Teacher's Signature: \_\_\_\_\_



Together  
Everyone  
Achieves  
More



**Procedure for Changing a Nappy**  
**(Child lying down)**

1. Consider whether the child can be changed in a toilet cubicle (standing up).
2. Wash your hands.
3. Assemble the equipment.
4. Place the infant/ child upon the changing mat/ table.
5. Put on gloves.
6. Remove wet/ soiled nappy.
7. Fold the nappy inwards to cover faecal material and place into designated covered bin.
8. Used wipes and gloves are to be disposed of in a bin with a disposable liner.
9. The bin should be emptied at least once a day and the liner replaced.
10. Once the child has been changed and returned safely to the, e.g. nursery area, clean the changing area with a detergent spray or soap and water.
11. Hands should be washed thoroughly whether gloves have been used or not.



**Personal Care Plan for children wearing nappies/ pull-ups in school**

Child's Name:

DOB:

Completed by:

Date of Plan:

Date to review Plan:

Who will change the child?
How will be the child be changed? e.g. standing up in a toilet cubicle, lying down on a mat on the floor
Copies of procedure for changing given to parent where available
Who will provide the resources? e.g. wipes, nappies, disposable gloves
How will the changing occasions be recorded and if/ how this will be communicated to child's parent/ carer?
Consider using the Record of Intimate Care Intervention Table
How will wet/ soiled clothes be dealt with?
What the member of staff will do if the child is unduly distressed or if marks or injuries are noticed.
Consider referring to the schools child protection policy and procedures
Agree a minimum number of changes.
How will the child be encouraged to participate in the procedure?
Any other comments/ important information: e.g. medical information

This plan has been discussed with me and I agree to change my child at the last possible moment before he/ she comes to school, provide the resources indicated above and encourage my child's participation in toileting procedures at home as appropriate and where possible.

Signed: \_\_\_\_\_

Parent/ Carer's Full Name:



**Risk Assessment**

Child's Name:

Date:

	Yes	Notes
1. Does weight /size/ shape of pupil present a risk?		
2. Does communication present a risk?		
3. Does comprehension present a risk?		
4. Is there a history of child protection concerns?		
5. Are there any medical considerations? Including pain / discomfort?		
6. Has there ever been allegations made by the child or family?		
7. Does moving and handling present a risk?		
8. Does behaviour present a risk?		
9. Is staff capability a risk? (back injury / pregnancy)		
Are there any risks concerning individual capability (Pupil) General Fragility Fragile bones Head control Epilepsy Other		
Are there any environmental risks? Heat/ Cold		

If Yes to any of the above complete a detailed personal care plan.

**Date:** \_\_\_\_\_ **Signed:** \_\_\_\_\_



**Record of Intimate Care Intervention**

Child's Name: \_\_\_\_\_ Class/ Year Group: \_\_\_\_\_

Name of Support Staff Involved: \_\_\_\_\_

Date	Time	Procedure	Staff signature	Second signature



### Working Towards Independence Record

Child's Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Name of Support Staff Involved: \_\_\_\_\_

Date of Record: \_\_\_\_\_ Review Date: \_\_\_\_\_

I can already

Aim:  
I will try to

Signed \_\_\_\_\_ Parents/ Carers

Signed \_\_\_\_\_ Member of Staff

Signed \_\_\_\_\_ Second Member of Staff

Signed \_\_\_\_\_ Child (if appropriate)

### Toilet Management Plan

Child's Name: \_\_\_\_\_ Class/ Year Group: \_\_\_\_\_

Name of Support Staff Involved: \_\_\_\_\_

Date of Record: \_\_\_\_\_ Review Date: \_\_\_\_\_

Area of Need	
Equipment required	
Location of suitable toilet facilities	
Support required	Frequency of support

### Working towards Independence

Child will try to	Personal Assistant will	Target achieved (date)

Signed \_\_\_\_\_ Parents/ Carers

Signed \_\_\_\_\_ Member of Staff

Signed \_\_\_\_\_ Child (if appropriate)

***Permission for school to provide intimate care***

Child's Full Name	
Male/ Female	
Date of Birth	
Parent/ Carer's Full Name	
Address	

I understand that;

I give permission to the school to provide appropriate intimate care support to my child e.g. changing soiled clothing, washing and toileting.

I will advise the headteacher of any medical complaint my child may have which affects issues of intimate care.

Signed \_\_\_\_\_

Full Name \_\_\_\_\_

Relationship to Child \_\_\_\_\_

Date \_\_\_\_\_

Date of approval: Summer Term 2017

Signature: Headteacher

Signature: Chair of Local Governing Board

Renewal Date: Summer Term 2019

A signed copy of this document is kept in Executive Principal's Office