

**Policy for Intimate care, Managing Continence
and Toileting
at**

**Rotherhithe Primary School, Early years and
Day Care**



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Aims, principles and vision

Rotherhithe Primary School is an inclusive school and this policy aims to set out the key principles and procedures for children who have toileting and continence issues on admission to school and throughout the rest of their education within the school setting. This policy also includes children who are in the day care and who may still be in nappies or being toilet trained.

The Equality Act 2010 defines a person as having a disability if they have a **'physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities...'**

The Equality Act provides protection against discrimination and states that it is:

'Unlawful to discriminate against a disabled person'.

Unlawful discrimination occurs when:

A responsible body discriminates against a disabled person if for reasons which relate to his disability it treats him less favourably than it treats or would treat others to whom that reason does not or would not apply.

This includes the arrangements it makes for determining admission to the school of a pupil. The terms on which it offers to admit to the school a pupil or by refusing or deliberately omitting to accept an application for his admission to the school as a pupil.

A responsible body must make **'reasonable adjustments'** to ensure that a disabled person can benefit from what is on offer to the same extent that a person without a disability can.

Many children who have a disability will also have Special Educational Needs and educational provision may need to

be made for them. It is recognised that some of these children are delayed in meeting continence, and some never attain it. We at Rotherhithe are committed to meeting the needs of these children so that they are able to access and participate within school. We aim to treat children who require assistance with toileting training or with special arrangements for personal care with dignity, respect and sensitivity. We recognize that a child not achieving continence may lead to the following issues arising:

- the potential for bullying for the child in question
- the effect this may have on the child's and family's perception of themselves and how they value themselves

We aim to:

- plan to work towards the earliest and most independent possible toileting arrangements
- highlight the central role of parents, including the need for consistency in approach between home and setting
- provide all teaching staff with access to appropriate resources, training and facilities and for them to be supported by clear plans and policy guidelines
- value and promote multi-agency working across Education, Health, Social Care and the voluntary sector.

Admissions

On admission to school, each child's needs will be met with on an individual basis. The Head Teacher is responsible for making an assessment as to whether the facilities which are available can assist in coping with any potential problems that may occur when admitting a child who has not yet achieved continence and where he / she is disabled, reasonable adjustments will be made.

Parent Partnership

Parents as the main carers of children have key responsibility for his/her child's health and play a key role in effective toilet training. Parent partnership therefore is vital in establishing a smooth transition for children who have not yet reached continence.

If a child has continence issues on admission to the school, the school will arrange a meeting with the parent prior to the child commencing, or a meeting will be arranged if the continence problem has developed during a child's attendance at school.

- This meeting will assess the child's difficulties
- Establish what the current routines at home are and if there may be any allergies to particular resources that may be used
- Set out a monitoring process to support progress
- Provide an individual plan to develop continence (if required)
- Consider the facilities available
- As well as any training needs of any relevant adults working with the child
- A procedure for managing the child when on school trips or off the settings premises
- Specialist advice will where possible, also be sought. This may include a Health Visitor or school nurse.
- Take account of cultural, religious values.

Appendix 1 attached outlines the structure of this meeting, with appendix 2 attached providing a format in which the minutes of the meeting can be recorded. Appendix 3 outlines the home school agreement which needs to be completed when a child has continence issues that need to be dealt with in school. Appendix 4 outlines an individual plan for establishing toileting targets.

At Rotherhithe we recognise that parents may feel especially anxious and stressed when their child has not reached full continence by the time they are in school. We will

endeavour to support parents and develop their confidence, by providing additional strategies / sources of information or specialist advice.

We are aware that cultural and religious sensitivities may be an issue for some of our parents and these will be taken into account when planning how best to meet a child's continence needs.

We also believe that the sharing of information with parents is important to secure the best care for pupils.

Parents will be encouraged to train their children at home (although we acknowledge that some children may not achieve continence) as part of their daily routine and we as a school will reinforce and support these routines whilst avoiding unnecessary physical contact.

Day care facilities:

Rotherhithe early years and day care provide full and flexible day care for children from six months to five years. Changing nappies and toilet training children is part of the everyday requirements of care and education. In the day care a designated changing area has been developed, which includes; visual stimuli such as mobiles and pictures on the walls around the changing area. Each child has an individual labelled basket containing children's personal items. Where possible a child is changed by his or her key person. Key persons change children on demand and children's involvement and independence is encouraged at all times. Changing times are opportunities for learning. They are times when songs can be sung and babies and toddlers can be talked with.

Nursery classes

Children enter the nursery in their third year and some children will have managed the transition into full continence and others will not. This policy also applies to these children and we will work closely with parents to support children to become fully toilet trained. Young children will also have the occasional accident and will need to be changed. Parents

are asked to bring spare clothes in a bag to put on the child's peg.

Safeguarding

At Rotherhithe, we are aware that those children with disabilities and additional needs may be particularly vulnerable to abuse. All staff have a duty to ensure the safety of children within their care. All members of staff should be vigilant and report any concerns regarding inappropriate practice to the designated person – Galiema Amien (Head Teacher).

The normal process of changing a nappy or a child who has soiled, should not raise child protection concerns. Although, there are no regulations that mandate two members of staff to be available when changing a nappy or a soiled child, another member of staff should be informed at the time and where possible be present during this process.

If there is a known risk of false allegation by a child then a single practitioner should not undertake nappy changing. A student on placement should not change a nappy unsupervised.

All members of staff including midday supervisors should have enhanced Criminal Records Bureau disclosure and clearance. Volunteers with enhanced CRB should not be involved in changing children neither should students or short term supply teachers.

Where possible, staff should work with children of the same sex, and be mindful of and respect the personal dignity of the pupils when supervising, teaching or reinforcing toileting skills.

Where children are able to express their opinions these should be taken into account. Adults supporting younger children or those who are unable to communicate verbally

should take into consideration how the children behave and respond through close observation.

Parents will be asked to agree to inform the school at the start of a session if the child has any marks or rashes.

Parents should be kept informed on a daily basis of any accidents that may have occurred. A daily record of changes of a child, including nappy changes, should be kept and shared discreetly with parents. If a child has become distressed or if marks or rashes are seen these should also be reported to parents.

If a member of staff notices that a child is unduly distressed or has unexplained marks or injuries that lead to safeguarding concerns, then this should be brought to the attention of the Designated Person and procedures in the school's safeguarding policy should then be followed.

Confidentiality is important. Sensitive information about a child should be shared discreetly among only those members of staff who need to know.

Health and Safety

Risk assessments

The Head Teacher will ensure that a risk assessment and a Control of Substances Hazardous to Health (COSHH) assessment is made to anticipate in advance any possible Health and Safety issues and prepare an action plan to deal with such a risk.

Hygiene

In order to prevent the spread of infectious diseases, staff should wear disposable gloves and aprons while managing care and follow correct hand-washing techniques. A new pair of gloves and apron is required for each child. A child who is wet or soiled will be changed quickly. No child should

be left wet or soiled for a parent to change later and parents cannot be expected to be on stand-by to change a child. Supplies of fresh clothes should be easily to hand so that the child is not left unattended whilst they are changed.

Resources

Resources required when changing a child:

- changing facilities and potties are available within Day Care
- a changing unit and potty is available within adapted toilets in Dolphin nursery
- vinyl disposable gloves
- disposable aprons
- disposable paper roll
- paper towels
- flushable antiseptic skin wipes
- mops that are specifically maintained for this use
- disinfectant spray/or anti-bacterial cleaning wipes.
- bags for clinical waste
- changing mat

Resources to be available in all classes for children who have soiled themselves

Box to be kept in all year groups containing the following:

- disposable gloves
- flushable antiseptic skin wipes
- spare clothing
- carrier bags
- Letters to hand to parents

Resources to be provided by parents

Parents will be required to provide:

- nappies/training pants (if a parent receives free nappies they would not be expected to provide training pants)
- antiseptic skin wipes
- antiseptic creams (if needed)
- a spare set of clothes

Washing children / young people

Contact with a child especially in intimate areas should be avoided. However, it may be necessary for a member of staff to wash a child, at these times, sensitivity and discretion should be used. A child should have access to antiseptic skin wipes. Where possible they should be encouraged to care for themselves.

Location

Children should be changed within one of the following places: Within the existing toilet areas, within Dolphin nursery using the changing unit available, or for older children, within the adult toilets presently located near the Year 6 classrooms. Depending on the age and stage of development of the child, changing may take place while the child is standing or lying on a changing mat on the changing units available. A cabinet within the toilet area should contain all resources needed to change a child. Any hazardous substances should not be accessible for children.

As a general rule children and young people should not be changed in teaching /public areas or in areas where food and drinks are prepared.

To preserve the dignity of the child, changing should not be visible to other children and the door to the toilets should be pulled closed when possible.

Disposal

The changing area should be cleaned after each use using a disinfectant solution or a disinfectant wipe. The existing toilet facilities should be used to dispose of flushable antiseptic skin wipes or water used for washing purposes and a disposal unit should be used to dispose of nappy contents. Dirty clothes should be placed in a plastic bag for parent's collection – such a bag should not be kept on a hook within the toilet area, or cloakrooms, but should be locked in a cupboard, until a parent's arrival. Disposable nappies and other items used in the changing and cleaning process should be treated as clinical waste. Such items should be placed in the yellow Hazardous Material waste bin by the staffroom courtyard. The Premises Officer will then ensure that this clinical waste is disposed of within the schools Day Care disposal systems.

Dealing with spillages

Spillages need to be dealt with speedily – good personal hygiene and compliance with the relevant Health and Safety procedures are essential. Separate mops, buckets, dustpan and brush, Milton (this should be stored out of reach of children), strong rubber gloves and a 'caution sign' have been allocated to the Reception, Nursery and Day care centre. Staff should use paper towels to initially clear any spillage using the dustpan and brush provided. The area can then be cleaned with Milton using the allocated mop. When these resources have been used, it is the responsibility of members of teaching staff, to inform the Premises Officer that they require disinfecting. Additional resources for clearing spillages should be stored by the Premises Officer in the schools cleaning cupboard. Disinfectant needs to be kept in a safe place where it is not accessible for young children.

Staff Training

At Rotherhithe we believe that training is an essential part of staff professional development. Bespoke training will be provided to enable the individual needs of children to be met.

Where staff are expected to provide intimate care they will receive training in good working practices, which comply with health and safety regulations such as the wearing of rubber gloves for certain procedures and methods for dealing with body fluid spillages and manual handling.

Support for Staff

Informal and formal consultations, advice and support on issues related to intimate care will be provided to support and reassure members of staff. The Early Help panel supports non-maintained and maintained Early Years settings, nurseries and schools access appropriate support for children and staff working with children requiring intimate care.

Job Descriptions

Teachers and teaching assistants may need to carry out personal care tasks for children. This is written into the job descriptions of Teaching Assistants and Midday Supervisors.

Monitoring of changing procedures

Whenever a child needs changing or support with toileting a log should be kept of this using the attached record sheet appendix 5.

The SENCO will monitor a changing procedures file termly in the school and the Early Years and children and family centre interim manager and the deputy manager of the day care will monitor procedures in the day care.

Monitoring of the policy

The governing body have responsibility for ensuring this policy is monitored. As the majority of children who attend Rotherhithe Primary School have achieved continence on entry to school, monitoring of the effectiveness of this policy will often be in response to individual plans set for children. Where this is the case monitoring will be timetabled in during the individual planning meeting for a child.

Approaches to Personal Care

1. Key workers or support staff should endeavour to get to know the child beforehand, especially his or her temperament, methods of communication, likes or dislikes, rewards and motivators. A previous setting or parent may provide useful information always check if this is available to you.
2. In addition to taking into account any religious, cultural or specific family values, demonstrate respect for the child by using the child's name when supporting him or her, seeking his or her permission before doing something that he or she is unable to do alone. (e.g. buttoning up trousers etc)
3. Have agreed terms of parts of the body and bodily functions that are consistent and agreed across the team. (Wee, poo, bum, private parts, 'wet yourself' and 'poo yourself'). Encourage the use of such terminology appropriately across the day.
4. Any reminders to use the toilet need to be discreet and staff may like to use signs, pictures etc.
5. Particularly for younger children or those with learning needs, providing a running commentary of what is happening may be useful. You can use this as an

opportunity to encourage children to value their own bodies and understand various bodily functions.

6. Use of objects of reference (e.g. holding up a nappy or changing mat) may support the child to anticipate, prepare and understand the first stage of the changing process and showing antibacterial wipes the next. Using a sequence of picture symbols may also facilitate an understanding of the toileting sequence.
7. Establishing a routine from the start may be helpful; possibly adapting the quantity of changes or visits to the toilet or time between visits may enable a child to move towards continence.
8. Working towards independence and autonomy is the goal for all children. Always encourage the child to undertake as much of the activity him or herself including cleaning, dressing and undressing etc.
9. Keep a running record noting responses to intimate care and any changes of behaviour – this is an important part of Safeguarding and Health and Safety.
10. Children may feel ashamed, embarrassed and worried about toilet training. It is important to be aware of the potential impact on their self-esteem and self-confidence in all areas of the curriculum.

Appendix 1

Agenda for Individual Planning Meeting

1. Welcome and introductions of all present
2. Apologies of any others invited who could not attend
3. Clarifying purposes and expectations of all present
4. Outline strengths and achievements (including interests and rewards if relevant and appropriate)
5. Discussion and clarification of needs and terminology (speech or otherwise) the child uses in relation to continence
6. Any assessment required (incl. whether child is allergic to any resources)
7. Any input from relevant agencies not present that is required (e.g. Occupational Therapy, school nurse, health visitor, etc.)
8. Individual plan required

Facilities

Equipment

Staffing

Training

School trips / home-school transport / sports days / school performances / exams / swimming

Targets for improving continence may include:

- increasing the child's awareness of whether he / she is wet / soiled
- going to toilet at regular intervals and / or at specific times
- going to the toilet independently
- ability to clean him or herself after using the toilet (e.g. wiping bottom, washing hands, drying hands, etc.)
- ability to indicate to an adult if he / she is wet / soiled (this can be through speech, sign, symbol exchange, etc.)

- other self-care skills such as pulling down trousers / pants, sitting on the toilet / potty, disposing of toilet tissue, flushing the toilet, pulling up trousers / pants, etc.).
9. Clothing arrangements (e.g. changes of clothing, child dressed in clothes that are easy to manage, etc.)
 10. Monitoring and review processes
 11. Checking actions agreed
 12. Review date
 13. Any other business

Appendix 2

Individual Planning Meeting For: Continence Issues

Child's name:	Class:
Date:	Time:
Those present at the meeting:	
Apologies:	
Purpose of meeting:	
Child's strengths and achievements:	
Home routines/Language used at home when toileting:	
Any other assessments required – e.g. allergies	
Specialist advice given:	
Individual targets set:	
Changing agreements:	
Facility adaptations needed:	
Training needed:	
Out of school arrangements:	
Monitoring	
Review date:	

Appendix 3

Home School Agreement – Contenance.

I _____ parent of _____

Agree to :

- ensure that _____ is changed at the latest possible time before being brought to school
- provide the setting with spare nappies, antiseptic wipes, antiseptic cream (if necessary) and a change of clothing
- inform the setting about any marks / rashes _____ may have at the start of a school session
- participate in reviews of this agreement as necessary
- I agree to the procedures for changing _____ that have been explained to me.

Rotherhithe Primary School agrees to:

- take into account any specific medical advice available
- change _____ during a single session should he / she soil and / or wet themselves
- agree with the parent how often _____ is changed if he / she stays for the full day
- record daily any soiling accidents as well as any changes of nappies that have occurred and will provide the parents with access to this information on a daily basis
- Will record and report if we have noticed that _____ has any marks / rash or if he / she has become unusually distressed, while changing.)

Signed
(parent)

Dated

Signed
(SENCO/Teacher)

Dated

Appendix 4

Individual Plan for a child with continence issues

Childs Name: School Action/Plus/Statemented

Childs Class: Year group:

Date targets set: Date targets to be reviewed:

Baseline - Describe what the child can do:

Select targets – Highlight/delete targets as applicable

Target	Review – (Please date)
increasing the child's awareness of whether he / she is wet / soiled	
going to toilet at regular intervals and / or at specific times	
going to the toilet independently	
ability to clean him or herself after using the toilet (e.g. wiping bottom, washing hands, drying hands, etc.)	
ability to indicate to an adult if he / she is wet / soiled (this can be through speech, sign, symbol exchange, etc.)	
other self-care skills such as pulling down trousers / pants, sitting on the toilet / potty, disposing of toilet tissue, flushing the toilet, pulling up trousers / pants, etc.)	

Strategies used: Highlight as applicable

Rewards/stickers/praise/other

Use of signs/pictures/objects

Oral naming of body parts and functions while toileting

Timed visits to the toilets

Parental involvement on a regular basis i.e taking child to toilet first thing in the morning

Policy for Intimate care, Managing Contenance and Toileting in school– A quick Guide

1. Children should be **changed quickly** if they have soiled.
2. They should be changed in the toilets or within Dolphin nursery using the changing unit available, not in public or teaching areas.
3. It is **not necessary** to have 2 adults present **unless** there is concern that there is a danger of **false allegation** being made.
4. Children's **opinions** regarding how they are supported and by whom should be taken into account.
5. Children should be encouraged to become **independent** and to complete as much of the changing process as possible.
6. **Parental opinions** and cultural **religious** values will be taken into account when changing children with continence plans.
7. **Resources** are available within the changing unit in Dolphin Nursery and within **toileting boxes** allocated to classes.
8. Flushable antiseptic wipes used on skin may be disposed of within the toilet. Other resources are available within the toileting boxes added to year groups or within the changing unit allocated to Dolphin class or within the Day Care Centre.
9. Other non-disposable waste such as nappies, heavily soiled underwear should be disposed of in the **yellow Hazardous Waste box (courtyard by the staffroom)** or within the Early Years Centre containers.
10. Lightly soiled clothing should be put in a carrier bag and **returned** to the parents. These should not be left hanging in toilet areas or cloakroom areas but put away in cupboards until parents have collected them. **Parents** are to be reminded to wash and **return** trousers that are provided by the school.
11. Any floor spillages should be cleaned using a **separate mop** and **Milton**. The premises officer should be informed when these mops need disinfecting by teaching staff.
12. The following **agreed terms** should be used across the school: poo, bum, private parts, 'wet yourself' and 'poo yourself'.
13. If a child is changed this should be logged on a '**Toileting support/Nappy Change**' sheet.
14. Parents should be **informed** if their child has soiled and any **marks or rashes** noted should be brought to their attention.
15. Any marks that lead to **safeguarding concerns** should be reported immediately to a designated safeguarding officer.