

## Parsonage Farm Nursery and Infant School – Intimate Care Policy



We aspire for all at Parsonage Farm to feel valued and cared for, to have a continued excitement for learning, ensuring success as they journey onwards.



### **Introduction**

We aim to provide an inclusive learning environment that supports children with a wide range of needs. The majority of children are appropriately toilet trained and able to manage their own needs competently before they start school (Reception). This policy will apply to pupils who, for whatever reason, require toilet training or special arrangements with toileting in preschool or school settings.

This policy has been written in accordance with Hampshire County Council's 'Guidance on Toileting Needs in Schools and Early Years Settings' (2012).

### **Partnership with Children**

At Parsonage Farm we put the child at the centre of all we do. Therefore the active involvement of children, in an age appropriate way, in their toileting programme is vital to make sure they have ownership and understand their role within becoming toilet trained.

### **Partnership with Parents**

We strive for open and supportive communication with parents in all we do and here it is fundamental to planning for and meeting the child's toileting needs effectively and sensitively. Many parents may feel anxious that their child is not able to use the toilet independently and may have already experienced some difficulties with toilet training and/or experienced negative attitudes from others towards the issue. For some children, their toileting needs may be relatively short term and related to initial toilet training, whereas others may require a long-term toileting programme. Parents need to feel confident that we are able to support their child's toileting needs and are positive about doing so.

### **Principles of good practice**

- All children have an educational entitlement irrespective of their difficulties with toileting.
- Children or young people who need assistance with toilet training or special toileting arrangements must be treated with respect, dignity and sensitivity.
- It is important to adopt consistent approaches at home and at school.
- In Reception, we will, where appropriate, in partnership with parents or carers, child and any other professionals involved, make and review care plans working towards achieving maximum independence of the child with toileting over time.
- All our staff are provided with access to appropriate resources and facilities and are supported by clear plans, policy guidelines and training. All staff supporting pupils with toileting difficulties will receive appropriate information and specific training as required.
- Our Headteacher is aware of, and ensures implementation of, appropriate health and safety procedures and risk assessments.

- Our Headteacher and Governors are aware of their duties to comply with the SEN and Disability Act 2001, The Equality Act 2010 and The Children and Families Act 2014.
- We will always consult the social worker whenever planning toilet training or special toileting arrangements for children on the Child Protection Register or whenever any Social Care Teams are involved.
- We will alert the Locality Team if any school attendance difficulties develop because of toileting concerns.

### **Definition of Disability in the Equality Act (2010)**

The Equality Act provides protection for anyone who has a physical, sensory or mental impairment that has an adverse effect on his/her ability to carry out normal day-to-day activities. The effect must be substantial and long-term. It is clear therefore that anyone with a named condition that affects aspects of personal development must not be discriminated against. However, it is also unacceptable to refuse admission to other children who are delayed in achieving continence. Delayed continence is not necessarily linked with learning difficulties. However, children with global developmental delay, which may not have been identified by the time they enter nursery or school, are likely to be late achieving independence with toileting.

### **Attending our Nursery and starting school**

The Children's Services Department believes that children with toileting difficulties should be admitted into nursery and reception classes with their friends in the same way as any other child.

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. However, there are some children who enter Nursery or Reception with special educational needs and/or medical conditions which indicate the need for special toileting arrangements or toileting training. These children fall within the terms of the SEN and Disability Act 2001 and the pre-school or school setting must take "reasonable steps" to support them.

Education providers have an obligation to meet the needs of children with delayed personal development in the same way as they would meet the individual needs of children with delayed language, or any other kind of delayed development. Children should not be excluded from normal activities solely because of incontinence. Any admissions 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. All such issues should be dealt with on an individual basis, and settings are expected to make reasonable adjustments to meet the needs of each child.

Before the child begins it is important to:

- Gather information from parents, child and any professionals involved. How have they tried to introduce toilet training at home? What happens at home? Has the child any regular routines or daily patterns which could inform the routine set-up by the school? Have the parents/carers noticed any particular difficulties, or phobias which the school should be aware of? Can the parents/carers suggest a strategy or procedure for dealing with the problem?
- Establish effective partnership with parents, the child and any professionals involved.
- Focus on health and safety implications and determine whether a risk assessment is required.

- Decide, in consultation with parents/carers, whether you need further advice from Health or Children's Services (Services for Young Children SfYC).
- Arrange for any specialist advice, training, resources to be in place before the child begins attendance.
- In Reception, agree a plan with parents/carers and child and make a written note of your agreement. The plan must state regular monitoring and review strategies. A written copy of the programme will be given to the parents/carers. As part of the plan we will organise that a member of staff familiar with the child is given the responsibility of taking the child to the toilet at fixed appropriate intervals throughout the morning/day. Careful observations and discussions with the child may identify when the child "needs to go". Ensure that the routine established in school is strictly maintained from the start and try hard to avoid accidents. If necessary, shorten the time between visits to the toilet so that the child gets into the habit of being dry.
- In Nursery children will be taken to the toilet regularly, with offers to go. There will be a planned changing point during each session. Children will be changed if soiled or wet.
- Make sure that all staff are informed and clear about their responsibilities.
- It is reasonable to discuss the level of independence with toileting before a child starts school. It is important to agree a plan which will work towards maximum independence and support the child's attendance in the educational setting.

### **Good Practice Guidance**

Each child and situation is unique, however the following steps have proven useful when supporting children with their intimate care needs.

Where incontinence is caused by an underlying impairment, it is a necessary reasonable adjustment for staff to carry out personal care. When recruiting new staff, it is important that duties relating to personal care are specified in the contract of employment. SLT should ensure that staff carrying out such procedures feel confident and supported to ensure the dignity of the pupil and protection of the staff.

- Clothes should be easy for the child to pull up and down. Wherever possible it is better to train the child with appropriate clothing rather than continuing to rely on the nappy or training pants.
- Staff should ask parents/carers to provide the school with a couple of appropriate changes of pants/trousers etc. in case of accidents.
- It is the responsibility of parents/carers to deal with wet/soiled clothing.
- Children may be anxious and pre-occupied by toilet difficulties but usually respond to praise, encouragement and confidence building. It is important to promote self-esteem in other areas.
- Make drinking water easily accessible for all children and encourage them to have "little and often" rather than in huge amounts at a time.
- Reminders to use the toilet should be discreet and, where appropriate we will use a visual to support with this.

- Make little fuss over accidents that do occur and ensure that they are dealt with swiftly, appropriately, sympathetically and in a calm low-key way. Give extra attention when they have made the effort to go to the toilet independently.
- No child should be left wet or dirty for a parent/carer to change later. It is not reasonable to expect parents or carers to be on emergency stand-by to change children during the school day.
- After a period of training it may be sufficient to remind the child to go to the toilet on their own. Be positive and patient and praise the child for effort.

Where difficulties persist, there may be more complex issues to consider and further guidance and support may be needed from other professionals. It is important to discuss your continuing concerns with parents/carers and seek their agreement before involving further professional guidance and support.

### **Children with special educational needs and disabilities**

In addition to the good practice guidance described above the following considerations may apply:

- It may be appropriate to consult the Specialist Teacher Adviser for Children with Physical Disabilities for health and safety guidance, training for staff supporting children who are non-weight bearing and who require manual assistance to use the toilet and guidance on future toilet facilities in school.
- It is important to anticipate toileting needs for these pupils before planning off site activities.

### **Health and Safety considerations**

The LA, Headteacher and Governors have a duty to safeguard the health and safety of pupils and staff. Schools and other settings registered to provide education already have hygiene or infection control policies as part of their health and safety policy and will follow these when managing a child with toileting needs. Ensure all known allergies are considered when planning and carrying out each child's toileting programme.

### **Child Protection concerns**

The normal process of changing a nappy should not raise child protection concerns, and there are no regulations that indicate that a second member of staff must be available to supervise the nappy changing process to ensure that abuse does not take place. Few settings will have the staffing resources to provide two members of staff for nappy changing and DBS checks are carried out to ensure the safety of children. It is not appropriate for volunteers/students to be involved in such practice; this ensures that we maintain the child's dignity and continue to support their emotional well-being. Where there are concerns the usual child protection procedures should be followed - the school's Designated Safeguarding Lead is Kath Greenway, Headteacher. Deputy DSLs are Rachael Gray (Deputy Headteacher), Veronica Bowyer (KS1 lead) and Georgia Petty (SENCO).

Incidents of wetting/soiling will be recorded, if relevant to the child's needs, in a toileting record book kept in each year group - see appendix B.

This will allow staff to monitor and detect any patterns in wetting/soiling of individuals and will enable staff to offer specific advice and/or support where necessary.

## **Appendix A**

In line with this policy and Hampshire County Council's 'Health Guidance for Schools' 2006, the following protocol is to be implemented when dealing with a child who has wet or soiled themselves.

PLEASE REMEMBER...

- The child is not to be left wet or dirty for a parent/carer to change later.
  - It is not reasonable to expect parents or carers to be on emergency stand-by to change children during the school day.
  - Policy states you only need one member of staff to carry out the change of wet/soiled clothing.
1. The child is to be asked to go into the nearest toilet area or the Meadow if more space and the use of a changing mat is required.
  2. Inform another member of staff of the incident you are about to sort if possible.
  3. Use disposable non-powdered vinyl gloves and staff have access to and may choose to use a disposable plastic apron.
  4. If needed ask someone to clear up any spilled bodily fluids and make the area safe for other children.
  5. Ask the child which items of clean clothing they require and ask them to remove their wet/soiled items in a toilet cubicle. If the child is unable to remove their clothes themselves, ask them if they are ok with you doing it e.g. can I take down your leggings?
  6. If upon assessing the situation it is felt that the child will benefit from having a shower, the parents are to be called to take the child home, as this may be due to illness.
  7. Assist the child with cleaning themselves and dressing if they are not able to do this for themselves, while promoting independence and maintaining dignity at every opportunity. Talk through each step so the children knows what is happening.
  8. Any wet/soiled items are to be placed in a nappy/plastic bag and made ready to go home with the child.
  9. Parents are to be informed in a discrete and sensitive manner that again promotes and maintains the dignity and well-being of the child. A slip will be written and sent home to inform parents – see appendix c.
  10. If a child soils or wets themselves several times in a day it is appropriate to call the parents and discuss this to ascertain any potential related issues that the school needs to be aware of, and may be able to support the family further with.
  11. Once you have finished supporting a child change, the incident is to be recorded in a toileting record booklet held in each class (if relevant to that child's needs) - see appendix B.
  12. The school caretaking team need to be informed if any areas have been contaminated by bodily fluids.

## Appendix B - Toileting Record

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

Key:

D – Dry

W – Set

BM – Bowel movement.

[illegible]

**Appendix C – Change slip**

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Today I was changed because:

I had an accident: \_\_\_\_\_

I got wet outside

Messy Play

Other: \_\_\_\_\_

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