**William Cassidi C. E. Aided Primary School Policy and Practical Guidance to Promote Personal Development in relation to Toileting and Continence within the Early Years Foundation Stage.**

**Introduction:**

Starting school or nursery has always been an important and potentially challenging time for children and their parents. It is also a time of growth and very rapid developmental change for all children. As with all developmental milestones in the Foundation Stage, there is wide variation in the time at which children master the skills involved in being fully toilet trained. Children in the Foundation Stage may:

* be fully toilet trained across all settings
* have been fully toilet trained but regress for a little while in response to the stress and excitement of beginning the Foundation Stage
* be fully toilet trained at home but prone to accidents in new settings
* be on the point of being toilet trained but require reminders and encouragement
* not be toilet trained at all but likely to respond quickly to a well structured toilet training programme
* be fully toilet trained but have serious disabilities or learning difficulties
* have delayed onset of full toilet training in line with other development delays but will probably master these skills during the Foundation Stage
* have AEN/SEN that make it unlikely that they will be toilet trained during the Foundation Stage

Admitting children who have continence problems into the Foundation Stage and Key Stage 1 provision can present challenges for staff. The purpose of this policy and guidelines is to identify best practice and provide the support that is necessary to ensure the inclusion of all children within the Foundation Stage.

These guidelines will ensure our setting can overcome these challenges and can be confident we are meeting the requirements of the Early Years Foundation Stage and Disability Discrimination Act as they apply to children with toileting and continence needs. Guidance on the following subjects is provided within this document

* Health and Safety
* Facilities
* Resources
* Job Descriptions
* Child Protection
* Partnership working
* Agreeing a Procedure for Personal Care in School
* Exemplars
* Training Available
* Local Information and Guidance
* National Information and Guidance
* The Disability Discrimination Act and related legislation

**Health and Safety:**

William Cassidi C. E. Aided Primary School has procedures in place for dealing with spillages of bodily fluids such as the process to be followed when a child accidentally wets or soils themselves, or is sick whilst on the premises. The same precautions will apply for nappy changing. This could include:

* staff to wear fresh aprons, disposable gloves (and disposable mask during COVID-19 pandemic) while changing a child
* soiled nappies securely wrapped and disposed of appropriately
* changing area/ toilet to be left clean. Caretaking/ cleaning staff to be informed.
* hot water and soap available to wash hands as soon as changing is done
* paper towels to be available to dry hands.

Current guidance from Health and Safety is that for one child disposal can be in the usual bins. The school will need to make special arrangements if there is a likelihood of more than one disposal. (Please refer to Appendix 1 for procedures on changing a nappy or pull up.)

## Facilities:

Current Department for Education (DFE) recommendations for purpose built Foundation Stage units include an area for changing and showering children to meet the personal development needs of young children. As William Cassidi C. E. Aided Primary School does not fall within this category, a suitable place for changing children, including providing the necessary resources has been provided. As recommended by the Department of Health, an extended cubicle (adult toilet room) with a washbasin is provided within the nursery class. Whenever possible it is recommended that:

1. Mobile children are changed standing up
2. Children in FS1 and FS2 may be changed on a suitable changing mat on the floor.

Staff should consider the child’s preference for changing and the outcome of any risk assessments (see generic risk assessment for toileting) and [Guidance for Safer Working Practice Oct 2015.pdf](file:///C%3A%5CUsers%5Cwcjulie.cornelius.SCHOOLS%5CAppData%5CLocal%5CMicrosoft%5Cmarriottj%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5CZJF7O1OZ%5CGuidance%20for%20Safer%20Working%20Practice%20%20Oct%202015.pdf) point 15 Intimate/Personal Care

## Resources:

It could take around ten minutes to change an individual child. This is not dissimilar to the amount of time allocated to work with a child on an individual learning target. Changing time can be a positive learning time and an opportunity to promote independence and self-worth. William Cassidi C. E. Aided Primary School will ensure that staff have access to the following resources:

* hot running water and soap
* paper towels
* aprons and gloves (and masks during COVID-19 pandemic)
* nappy bags (provided by the child’s parent/carer)
* cleaning equipment
* bin
* a supply of spare nappies and wipes (provided by the child’s parent/ carer)
* spare clothes (provided by the child’s parent/carer)

## Job Descriptions:

It is likely that most of the personal care will be undertaken by one or more of the teachers and teaching assistants within the Foundation Stage. The school will ensure that appropriate staffing levels are maintained during toileting requirements. It is expected that all staff assist pupils with dress/ changing for activities/ personal hygiene including changing and the care and welfare of pupils which would include toileting and changing as required.

## Child Protection:

The normal process of assisting with personal care, such as; 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 nappy changing process to ensure that abuse does not take place. DBS checks are rigorous and are carried out to ensure the safety of children with staff employed in schools and settings. The school has a duty to ensure staff are not employed and given access to children without an enhanced DBS check. 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 another responsible adult that they are going to do this. There is no written legal requirement that two adults must be present, however, staff within the Foundation Stage will log all instances of changing and the names of the adults who were present/witness to the changing having taken place in the children’s own log within the ‘Intimate Care File’ kept in both Nursery and Reception (see appendix 5). This witness may be the adult who was informed that the change would take place and this person does not have to be present.

**Partnership Working:**

Issues around toileting is discussed at a meeting with the parents/carers prior to admissions into William Cassidi C. E. Primary School. This will include admissions for children into Nursery and Reception. This meeting will also provide an opportunity to involve other agencies as appropriate, such as a Health Visitor or School Nurse. Should staff become aware that there is a disproportionate number of children arriving at school who are not yet toilet trained then they will make contact with the Health Visiting Team and Sure Start to discuss their concerns and arrange suitable home support (see Appendix 2).

William Cassidi C. E. Aided Primary School has an ‘Intimate Care Policy’ (see Appendix 3 – policy and appendix 4 – intimate care risk assessment). This policy makes clear the schools position in relation to changing and toileting children. This is summarised into our information booklet for parents.

William Cassidi C. E. Aided Primary School has a home/school toileting agreement (see appendix 6) which makes clear our partnership with parents when a child is coming to school in a nappy or pull-ups. Such an agreement helps to avoid misunderstandings and also helps parents/ carers feel confident that the school will meet their child’s needs.

The parents/carers:

* agreeing to change the child at the latest possible time before coming to school
* providing spare nappies, wet wipes, nappy bags and sufficient changes of clothes
* understanding and agreeing the procedures to be followed during changing at school
* agreeing to inform school should the child have any marks/rash
* agreeing how often the child should be routinely changed if the child is in school for the day and who will do the changing
* agreeing to review the arrangements, in discussion with the school, should this be necessary
* agreeing to encourage the child’s participation in toileting procedures wherever possible
* agreeing to accept guidance and assistance from health professionals in developing toileting procedures.

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 a Nursery session or in Reception for the full day and who would be changing them
* agreeing a minimum number of changes
* agreeing to report to the Child Protection Officer should the child be distressed or if marks/ rashes are seen
* agreeing to review arrangements, in discussion with parents/ carers, should this be necessary
* agreeing to encourage the child’s participation in toileting procedures wherever possible
* discussing and taking the appropriate action to respect the cultural practices of the family.

Note: Asking or telling parents to come and change their child (unless the parents have expressed a preference for this) is a direct contravention of the DDA, as is leaving a child soiled, which could be considered to be a form of abuse since it places the child at risk of significant harm.

Where appropriate, parents/carers and the school will need to agree a personal 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
* there is evidence of excessive soreness that is not being treated
* the parents are not seeking or following advice

Discussions with the school’s Designated Child Protection Officer about the appropriate action to take to safeguard the welfare of the child will take place.

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.

Policy approved by the Governing Body: 19th May 2021

Date for review: May 2023

Updated: E.Hill 19.4.21

#### Appendix 1

**Procedure for Changing a Nappy/Pull up**

**(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
5. Put on gloves
6. Remove wet/ soiled nappy/pull up
7. Fold the nappy/pull up 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

##### Appendix 2

##### William Cassidi C. E. Aided Primary School

##### Personal Toilet Training Plan

Child’s Name: DOB:

Class Teacher’s Name:

Completed by: (key person)

Date of Plan: Date of plan review:

|  |
| --- |
| Who will change the child?  |
| What is the child’s preference for changing? e.g. standing up in adult cubicle, lying down on changing mat. Copies of procedure for changing given to parent  |
| Who will provide the resources? e.g. wipes, nappies, nappy bags, disposable gloves, change of clothes. |
| How will the changing occasions be recorded and if/ how this will be communicated to child’s parent/ carerRecord of Intimate Care Intervention to be completed  |
| How will wet/ soiled clothes be stored?  |
| What the member of staff will do if the child is unduly distressed or if marks or injuries are noticed. Inform Designated Child Protection Officer – the Head Teacher |
| 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:

Parent/ Carer’s Full Name:

Signed: Key Person:

Date: Review Date:

#####

##### Appendix 3

##### William Cassidi C. E. Aided Primary School

##### Intimate Care Policy

**Introduction:**

William Cassidi C. E, Aided Primary School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children with respect and dignity when intimate care is given. No child should be attended to in a way that causes distress, embarrassment or pain. Children’s dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff that provide intimate care to children have a high awareness of child protection issues. Staff will work in partnership with parents/carers to provide continuity of care.

**Definition:**

Intimate care is any care which involves washing, touching or carrying out an invasive procedure to intimate personal areas. In most cases such care will involve procedures to do with personal hygiene and the cleaning of associated equipment as part of the staff member’s duty of care. In the case of specific procedures (e.g. a child with specific medical needs) only the staff suitably trained and assessed as competent should undertake the procedure.

**Our Approach to Best Practice:**

The management of all children with intimate care needs will be carefully planned. The child who requires care will be treated with respect at all times; the child’s welfare and dignity is of paramount importance.

Staff who provide intimate care are trained to do so (including Child Protection and Moving and Handling) and are fully aware of best practice. Suitable equipment and facilities will be provided to assist children who need special arrangements following assessment from physiotherapist/ occupational therapist.

The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for him/ herself as they are able.

Personal toilet training plans (appendix 2) will be drawn up for children as appropriate to suit the circumstances and individual needs of the child.

Each child’s right to privacy will be respected. Careful consideration will be given to each child’s situation to determine who will need to be present when the child is toileted.

Wherever possible the child should be cared for by an adult of the same sex. However, in certain circumstances this principle may need to be waived where the failure to provide appropriate care would result in negligence for example, female staff supporting boys in our school, as no male staff are available in the Foundation Stage or Key Stage One.

Intimate care arrangements are discussed with parents/carers before children start Nursery/Reception and are reviewed on a termly basis and recorded on the child’s personal log within the Intimate Care File. The needs and wishes of children and parents will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation.

**The Protection of Children:**

Child Protection Procedures and Multi-Agency Protection procedures will be adhered to. If any member of staff has concerns about physical changes to a child’s presentation, e.g. marks, bruises, soreness etc. s/he will immediately report concerns to the appropriate Designated Person for Child Protection. (Head teacher)

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of the process in order to reach a resolution.

All staff will be required to confirm that they have read the ‘Toileting and Continence Policy and Guidance’ document.

## Appendix 4 a

## William Cassidi C. E. Aided Primary School

## Intimate Care Risk Assessment

Child’s Name:

Date of Risk Assessment:

|  |  |  |
| --- | --- | --- |
|  | 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 FragilityFragile bonesHead controlEpilepsyOther |  |  |
| Are there any environmental risks?Heat/ Cold |  |  |

**Date: Signed: Name:**

## Appendix 4 b

## William Cassidi C. E. Aided Primary School

## Supporting your child/young person with Intimate Care.

## What additional information would help us meet your child’s individual needs, for example:

* What are the physical needs of the child/young person?
* What are the emotional needs of the child/young person?
* What are the preferred strategies for the child/young person?

Child’s Name: DOB:

|  |  |  |
| --- | --- | --- |
| Arrangements to be made | In placeYes/ No | Notes |
|  |  |  |
|  |  |  |
|  |  |  |

**Date: Signed by parent: Name:**

 **Appendix 5**

**William Cassidi C. E. Aided Primary School**

##### Personal Record of Intimate Care Intervention

Child’s Name: Setting/Session:

Name of Key Person:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date  | Time  | Procedure | Staff signature | Second signature |
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Appendix 6

William Cassidi C. E. Aided Primary School

Home/School Toileting Agreement

We understand that starting school or nursery for the first time can be a big change for both you and your child. Although it is desirable for your child to be fully toilet trained before starting school, we recognise that children develop at different rates and that the change in environment may hinder their initial toileting progress. We aim to work closely with you and your child to ensure that they feel confident, secure and respected during their achievement of this important milestone. We hope that the home/school toileting agreement will be the first step to a strong partnership between us.

We agree to:

* change your child should they soil themselves or become wet. Where possible your child will be supported in their own self hygiene, however, in the event that this is not possible they will be fully cleaned and made comfortable by an adult. This will be undertaken in a safe and hygienic changing area.
* discuss with you the minimum number of times your child will be routinely changed, should they still be using nappies or pull up pants.
* give you access to information regarding who will change your child and the number of instances in which they have been changed.
* discuss and take appropriate action to respect the cultural practices of your family.
* work with you to set a personal toileting plan in the event that either you or your child’s key person have concerns regarding their progress.
* report to the Designated Child Protection Officer (head teacher) should the child be distressed or if marks/ rashes are seen
* encourage your child’s self-help in intimate care progress wherever possible.

You agree to:

* change your child at the latest possible time before coming to school
* provide spare nappies/pull-ups, wet wipes, nappy bags and sufficient changes of clothing for your child’s nursery/school session.
* wash and return any clothing provided by the school as soon as possible.
* inform school should the child have any marks/rash
* encourage the child’s participation in toileting procedures whilst at home.
* discuss any concerns regarding your child’s toileting progress with their key person
* accept assistance and guidance from health professionals to develop toilet procedures.

a mutual agreement to the procedures to be followed during changing at school

We understand and respect the fact that you may not wish to enter into this agreement and that you would prefer to be called to change your child yourself.

In this event you agree:

* that you will arrange to discuss and agree alternative arrangements with your child’s teacher
* that your child will remain in their wet or soiled clothing until you arrive to change them.
* to treat this as a matter of urgency and arrive in a timely manner to save your child any undue distress or discomfort.

We agree:

* that a responsible adult will supervise your child until you arrive to retain their dignity at all times.

Parent/Carers Full Name: Parent/Carers Signature:

Key Person’s Signature:

Date: Review Date: