



### **Vision**

With the teachings of Jesus as our guide, we embrace a creative and ambitious curriculum to ignite a passion for learning. We prepare our children for a rapidly changing world by equipping them with critical and creative thinking skills, independence, resilience and respect for our core school values.

### **Believe to Achieve**

'Living life to the full' (John 10:10)

### **Our School Values:**

Koinonia, Trust, Forgiveness, Friendship, Love, Thankfulness, Respect

**All Saints' C.E. (C) Primary School**

## **Toileting Policy**

Policy for Toileting and Intimate Care

Introduction

This policy provides information about meeting children's toileting needs for staff in early years setting and throughout the school. It is relevant for adults who are working with:

- Young children who are acquiring toileting skills age appropriately
- Children who may have a developmental delay and who will achieve independence in toileting later than their peer group
- Children who have a disability or who require special arrangements for toileting due to medical, emotional or social needs (an individual care plan will be in place to support these children)

The guidance is based on good practice and is designed to support procedures already in place. It aims to:

- Ensure that all children are included in school activities regardless of their toileting needs
- Provide advice and practical examples to staff
- Assure parents and carers that staff are knowledgeable about personal care, and that their individual concerns are taken into account
- Safeguard the rights and well-being of the children
- Reassure and protect the interests of staff working in a personal care capacity

Background

Following the implementation of the Disability Discrimination Act 1995 (DDA) and the SEN and Disability Act 2001 (SENDA), an increasing number of children and young people with disabilities, developmental delay and medical needs are being included in local early years settings and mainstream schools. A number of these children require assistance with toileting.

Regardless of age, these children fall within the terms of DDA/SENDA and the setting must make 'reasonable adjustments' to support them.

**These children have an educational entitlement irrespective of their difficulties with toileting.**

**Principles**

We believe that children with toileting needs should be admitted normally into our school, with their cohort. These children have an educational entitlement irrespective of their difficulties with toileting. It is not acceptable to deny, delay or reduce attendance at an early years setting, nursery or reception class simply because a child has special toilet requirements.

Parents have a key role to play in effective toilet training and management of toileting needs. We always ask for parental guidance on cultural or religious issues and the child's preferences for comfortable and appropriate care. Parents can expect to work in partnership with us and to have clear written information on policies and personal care plans.

We recognise that people may feel judged or blamed if their child has not become toilet trained by the time of school admission. It is not appropriate to expect parents or carers to be on emergency stand by to change children during the school day, unless children are so soiled that they need bathing/showering as we do not have this facility at All Saints' Primary School.

We are aware of our duties to comply with the DDA and SENDA, and pass this awareness on to all staff. Our policy is consistent with Staffordshire's policy on development of inclusive practice, so enabling a greater number of children to be educated in their local community schools. Children or young people who need assistance with toilet training or special toileting arrangements must be treated with respect, dignity and sensitivity.

### **Policy and Procedures**

It should not be assumed that failure to achieve independence with toileting is in itself an indication of special educational needs. With good partnership working between home and school, most children are able to achieve full toilet training as soon as they are ready.

We ensure that additional resources and finances are allocated to EYFS to ensure that children's individual needs can be met.

Children with long-term toileting requirements as part of complex medical or physical needs may require additional assistance to manage their personal care needs in settings and schools. We always endeavour to contact the appropriate external agencies working with the child for advice.

Toileting and personal care tasks will be undertaken by staff within EYFS and the wider school.

Children are encouraged to become involved in the changing process and when appropriate develop skills to change independently.

We work together to ensure:

#### **I) Resources and Facilities**

A private, safe location that protects the dignity of the child without compromising staff is available. There is a designated area with a blind in EYFS and a disabled toilet area/medical room for the rest of the school. Children are not changed in educational, play or public areas, or in any location used for the preparation of food and drink.

Our facilities comprise:

- Sink with lever taps and hot and cold running water
- Dedicated bin
- Paper towels and wet wipes for cleansing the body, cleaning the surface of the changing area and mopping up spillages. Wipes provided for individuals should be labelled with the child's name
- Antibacterial spray/Milton/liquid soap and water are all used for cleaning surfaces and the changing area.
- Non-latex gloves and disposable aprons - fresh ones are used each time for each child

Consideration is given to storage arrangements for the resources listed. In addition, some spare clothing is available and as are bags to transfer wet or soiled clothing back home. Any

heavily soiled clothing, including underwear will be placed in an appropriate bag and disposed of in the nappy bin in the EYFS outdoor area.

## II) Health and Safety Issues

The following health and safety practises are adhered to:

- Personal hygiene (5 step handwashing technique)
- Disposal (soiled items should not be placed with general refuse)
- Protective clothing (disposable gloves and aprons)
- Cleaning of changing area/equipment (responsibility of staff attending to child)

## III) Staff training

- Staff have access to appropriate training to meet the needs of individual children. This include:
  - i) medical conditions (School Nurse)
  - ii) physical needs
  - iii) lifting and handling
  - iv) child protection issues

## IV) Child Protection

*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/schools will have the staffing resources to provide two members of staff for nappy changing and CRB checks are carried out to ensure the safety of children with staff employed in childcare and education settings*

*Jeannie Carlin, Council for Disabled Children 2005*

*Including Me: Managing complex health needs in schools and early years settings, p75.*

Some unions recommended that in schools two members of staff are present when personal care is undertaken. This however does need to be balanced with issues around maintaining staff/child ratios and ensuring privacy. If there is a known risk of false allegation by a child or parent then two members of staff should be present.

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."

At all times the privacy and dignity of the child should be respected, especially if more than one member of staff is present.

**Good Practice Guidance for Admission of Non-Toilet trained children:  
Individual Needs**

We establish a child's toileting needs at entry to the EYFS Unit. Transition arrangements offer an opportunity to support parents in establishing toilet training if this is appropriate to the child's developmental level. Parents and carers have a key role to play in effective toilet training or toilet management.

When families visit the EYFS Unit prior to entry, it is appropriate to discuss toileting issues with the parents/carers. If the child is still in nappies, staff aim to support parents in trying to establish toileting routines. If necessary, these routines would be maintained by school after admission.

Personal care plans are prepared for children entering school with toileting needs which differ from the majority of their peers.

Preparation will include discussion with parents, confirmation of arrangements and plans for monitoring and review. The personal care plan will make reference to:

- Signed consent from parents/carers to allow support
- Clear arrangements for staffing and access to facilities
- Specialist advice, training or resources required
- Record keeping such as toilet diary or reward system
- Child protection or social care issues
- Liaison and review with parents and outside agencies

When setting up a care plan, the child and his/her parents should feel comfortable with the staff members who are providing the personal care. Gender issues, religious and cultural values are always be taken into account. It is important to adopt consistent approaches at home and school

The SENCo for the school will be aware of the personal care plan and link this intervention with other monitoring completed under Code of Practice procedures.

There are a number of other issues which staff consider and agree with parents prior to the child starting school. These include:

**Clothing:** Parents should be asked to provide clothing that is easy to manage when toileting. Clothing with elasticated waists and no zips or buttons is most helpful. Whenever possible it is better to train the child with appropriate clothing rather than relying on nappies or training pants. Parents are also asked to provide plenty of changes of clothing in case of accidents.

**Routines:** Parents should ensure that the child is changed or taken to the toilet at the last possible time before leaving home. EYFS Staff will give the child prompts to go to the toilet or take the child to the toilet at fixed appropriate intervals throughout the day. Careful observations may identify when the child 'needs to go'. Reminders to use the toilet will be discreet.

**Accidents:** Children may be anxious and pre-occupied by toilet difficulties but usually respond to praise, encouragement and confidence building. We promote self-esteem in other areas of learning. Little fuss is made over accidents that do occur and they are dealt with swiftly, appropriately, sympathetically and in a calm, low-key way

**General management:** Parents are asked to provide water bottles and these are easily accessible for the children, we encourage them to drink water 'little and often' rather than huge amounts at a time. Some children enjoy the personal attention they receive when being changed, so we try not to make this a chatty, personal occasion, extra attention is given when they have made the effort to go to the toilet independently.

When managed in these ways most children will achieve independence during their first terms in Early Years. When this does not occur, we discuss arising concerns with parents and if appropriate with other professionals.

### **Children's Views**

It is essential that children's views and preferences are taken into consideration in management of toileting needs. This includes consideration of non-verbal communication and visual cues. Staff involved in meeting children's toileting needs should endeavour to:

- Get to know the child beforehand in other contexts to gain an appreciation of his/her moods and systems of communication
- Respect a child's preference for a particular sequence of care
- Have a knowledge of and respect for any cultural or religious sensitivities related to aspects of personal care
- Speak to the child by name (using age-appropriate language) and ensure that they are aware of the focus of the activity
- Give explanations of what is happening in a straightforward and reassuring way
- Agree terminology for parts of the body and bodily functions that will be used by staff and encourage children to use these terms appropriately
- Give strong clues that enable the child to anticipate and prepare for events e.g. show the clean nappy to indicate the intention to change

**All Saints' Primary School** is committed to inclusive practice. There is an expectation that school and parents will work together to support children with toileting needs without impact on their access to education. Good practice recommendations have been highlighted within this guidance to protect the well-being of children, parents and staff and promote consistent best practice.

Reviewed: September 2018

Next review: September 2021