

BOUNDARY PRIMARY SCHOOL



CONTINENCE TOILETING & INTIMATE CARE

Policy and Practical Guidance to Promote Personal Development in
Relation to Continence Toileting and Intimate Care.

Adapted from:

BLACKPOOL BOROUGH COUNCIL's CONTINENCE TOILETING & INTIMATE CARE
Policy

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Introduction

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

- be fully toilet trained
- 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 at nursery or school
- 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 SEN and/or a disability/medical condition that make it unlikely that they will be toilet trained

Admitting children who have continence problems into Foundation Stage and Key Stage 1 provision can present a challenge. The purpose of this policy and guidelines is to identify best practice and, where support and advice can be obtained, to achieve the full inclusion of such children.

These guidelines will ensure Boundary School overcomes these challenges and can be confident they are meeting the requirements of the Equalities Act (2010) and The Statutory Framework for the Early Years Foundation Stage (2021) 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/Equalities Act 2010 and related legislation

Health and Safety

Boundary's procedure for dealing with spillages of bodily fluids (such as when a child accidentally wets or soils himself, or is sick while on the premises) also applies for nappy changing. This includes:

- staff to wear disposable aprons and gloves while changing a child
- soiled nappies should be securely wrapped and disposed of appropriately
- changing area/ toilet to be left clean
- site supervisor/ 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.

School has a nappy disposal bin, located in the School's Disabled Toilet/Changing Area and Nursery changing area for the disposal of nappies and other items, following current guidance from Health and Safety.

Facilities

Boundary School has a Disabled Toilet/Changing Area with a shower and changing area situated in the middle area of school. This area has a bed for changing children, a shower, if children are extremely soiled, and all the appropriate resources, as listed below.

Boundary School also have a purpose build changing area based in Nursery. This area also has a bed for changing children, sink and a nappy disposal bin.

Staff will escort children sensitively to these areas.

Whenever possible:

- mobile children are changed standing up
- if this is not possible the alternative is to change a child on the purpose built changing bed

If children in Nursery and Reception children are able to be changed standing, then they can be changed in the nursery or reception toilet area, if there is sufficient privacy, following the above Health and Safety procedures. Nursery and Reception areas will have appropriate resources, aprons, gloves, wipes, nappies, nappy sacks and spare clothing available, but staff will dispose of items in the nappy disposal bin, in the Disabled Toilet/Changing area or Nursery changing area.

Boundary staff will always consider the child's preference for changing and the outcome of any risk assessments. The dignity of the child is always respected.

Resources

Members of Boundary staff always endeavour to make changing time a positive learning time and an opportunity to promote independence and self-worth. Staff are allocated so that children's individual toileting needs are met.

The facilities have:

- hot running water and soap
- paper towels
- disposable aprons and gloves
- nappy bags
- cleaning equipment
- nappy bin
- a supply of nappies and wipes (if a child wears these continuously, these will be provided by the child's parent/carer)
- spare clothing

Job Descriptions

At Boundary school most of the personal care will be undertaken by one or more of the teaching assistants. This issue is addressed as appropriate within Boundary's overall staffing and recruitment. Job descriptions may include relevant statements.

Safeguarding

The normal process of assisting with personal care, such as changing a nappy, should not raise child protection concerns as they are carried out with due care and appropriate checks. Although there are no regulations that state that a second member of staff must be available to supervise the changing process, Boundary staff will always try to ensure that there is a second member of staff in the vicinity, following Section 18 in the Government guidance 'Safe Practice in Education' that states:

'staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.'

The adult who is going to change the child will inform the teacher or another member of staff that they are going to do this. Boundary teaching staff are responsible for facilitating, supporting and releasing teaching assistants to fulfil this role.

DBS checks are carried out as part of a rigorous safer recruitment process to ensure the safety of children with staff employed at Boundary. If safeguarding concerns arise about a member of staff who is carrying out changing procedures, the school policy regarding staff and safeguarding will be followed. If safeguarding concerns about the child arise (for instance marks on their body seen during changing) the appropriate school policy will be followed.

Children with infrequent toileting issues and those children with continence issues/those who wear nappies, have different needs and therefore there are different procedures to follow.

For Children with Infrequent Toileting Issues

All children, particularly in Boundary Early Years Foundation Stage, may experience infrequent toileting issues that may result in the occasional wetting or soiling and therefore the need to change a child. These children should be changed and made comfortable by familiar staff, following the procedures stated, inform parents/carers and complete the **Boundary Class Record of Intimate Care** (Appendix 4b). As these are infrequent occurrences there is no need for a **Personal Care Management Plan**. If these occurrences become more frequent then the situation may need to be re-assessed.

For Children with Continence Issues or those who wear Nappies

For a number of children who may have more regular continence issues or may still wear nappies more procedures need to be followed. For these children, issues around toileting need to be discussed at a meeting with the parents/carers prior to admissions into the nursery/school. This meeting will also provide an opportunity to involve other agencies as appropriate, such as a Health Visitor, Continence or School Nurse.

If Boundary becomes aware that there is a disproportionate number of children arriving at school who are not yet toilet trained then they may make contact with the School Nursing Service to discuss their concerns. These issues may also be raised with our School Engagement Officer who will provide support and advice for parents.

Boundary staff will always work in partnership with parents when a child is coming to school in a nappy or pull-ups. Staff and parents will complete a **Personal Care Management Plan** (Appendix 7) and a **Boundary Permission for school to provide Intimate Care** (Appendix 5) together, to ensure parents/ carers feel confident that Boundary will meet their child's needs.

Staff will also complete the Boundary Intimate Care Risk Assessment and then, if needed, a full Risk Assessment with Control Procedures.

Staff will also work with parents/carers to agree to a mutual home/school agreement that defines the responsibilities that both parent/carer and school has. This will be recorded on the **Boundary Home/School Personal Care Plan** (Appendix 2). This includes:

Parents/ Carers:

- agreeing to change the child at the latest possible time before coming to school
- providing spare nappies, wet wipes and a change 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.

Boundary:

- 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 would be changing them
- agreeing a minimum number of changes
- agreeing to report to the Head Teacher, DSL or SENCO 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.

The **Personal Care Management Plan** further clarifies the individual child's needs and how staff respond to these. This is shared with all relevant staff and a copy kept in the First Aid/Changing Area.

If there are concerns that

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

There will 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

Boundary staff have clear, written guidelines to follow when changing a child. A student on 'placement' will not change a child. Parents will also be aware of Boundary's procedures and will be reassured that staff changing their child are DBS checked.

The guidelines specify ...

- Who will change the child (to include more than one person to cover for absences 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 always 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 be closely involved and a separate, individual toilet-management plan may be required.

Boundary staff are aware of where they can access personal care plan for all children. All staff are aware of what to do should they be asked to undertake any element of personal care not agreed on the child's plan or within schools procedures, or if they have any other concern relating to the child's welfare. This is also in relation to any concerns they may have about another professional or colleague.

Keys to Success

- Be fully aware of the legislative framework
- Recognise that for most children, achieving continence is one of many developmental milestones,
- Work in partnership with parents/ carers prior to and after admissions into the schools/ setting
- Agree a written procedure for personal care/ toileting
- Ensure clarity in job descriptions of the personnel involved in changing children
- View 'changing' time as a positive learning experience (aiming to gradually increase the child's independence and self-worth).

Related School Policies

There are a number of school policies that relate to this policy, in particular Boundary Safeguarding Children: Policy & Procedures

Useful Contact Details

Advisory Teacher for the Physically Impaired (part of the Specialist Advice and Resources Service SARS) on 476232 - For information about suitable changing beds, mats and other equipment/ resources.

Occupational Therapy Team- have a range of information regarding resources 953300

Property and Development Team on 476710 - To discuss the installation of equipment and physical adaptations to the school to accommodate children with toileting/changing needs

The Early Years Team - will be able to offer specific advice to nursery settings 477386

School Nursing Service - continence nurse, Mary Cornell 655485

CWDU Courses and Conferences Training Directory - for information on training.

Other useful sources of information

Enuresis Resource & Information Centre (ERIC) 34 Old School House, Britannia Road, Kingswood, Bristol, BS15 8BD. www.eric.org.uk

PromoCon Website: <http://www.promocon.co.uk/aboutpromocon.shtml>

Contact a family website on www.cafamily.org.uk

Scope website on www.scope.org.uk



Help lines: ERIC helpline on 0845 370 8008
PromoCon helpline on 0161 834 2001.

Appendices

Appendix 1: Boundary's Procedure for Nappy Changing

Appendix 2: Boundary Home/School Personal Care Plan for children
wearing nappies/ pull-ups during the day

Appendix 3: Boundary Intimate Care Risk Assessment

Appendix 4a): Boundary Individual Record of Intimate Care

Appendix 4b): Boundary Class Record of Intimate Care

Appendix 5: Boundary Permission for school to provide intimate care

Appendix 6: Boundary Record of Policy Knowledge and Understanding for Continence,
Toileting and Intimate Care

Appendix 7: Boundary Personal Care Management Plan

Appendix 1

Boundary's Procedure for Nappy Changing (Child lying down)

1. Consider whether the child can be changed standing up (preferable)
2. Wash hands
3. Assemble equipment, placing a piece of bed roll on the bed
4. Assist the child up onto the changing bed
5. Put on gloves
6. Remove wet/soiled nappy - Fold the nappy inwards to cover faecal material and place in nappy bag and then in the designated nappy bin

7. Place on new clean nappy
8. Dispose of nappy bag, wipes and gloves in the nappy bin
9. Clean the changing area appropriately
10. Wash hands
11. Complete Record of Intimate Care
12. If the child's clothing also needs changing, staff will stored soiled clothing appropriately until the child goes home

(For individual children or for General Changing, as appropriate).

Appendix 2

Boundary Home/School Personal Care Plan for children wearing nappies/ pull-ups during the day

Child's Name:	DOB:
Class	

Completed by:(member of staff)

Date of Plan: Date to review Plan:

Who will change the child?

How will 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 Individual Record of Intimate Care

Appendix 2 (continued)

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/nursery, provide the resources indicated above and encourage my child's participation in toileting procedures at home as appropriate and where possible.

Signed _____ by _____ Parent/Carer's _____ :

Parent/Carer's _____ Full _____ Name: _____

Appendix 3

Boundary Intimate Care Risk Assessment

Child's Name:

Class: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) Epilepsy General Fragility Fragile bones Head control Other		
Are there any environmental risks? Heat/ Cold		

If yes to any of the above complete a detailed Risk Assessment with control procedures.

Date:

Signed:

Name:

.....

Appendix 4 a)

Boundary Individual Record of Intimate Care

Child's Name:

Class:

Support Staff Involved:

Date	Time	Procedure	Staff Signature	Second Signature

Appendix 4b)

Boundary Class Record of Intimate Care

Class:

Date	Time	Child's Name	Procedure	Staff Signature	Second Signature

Appendix 5

Boundary 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 staff of any medical complaint my child may have which affects issues of intimate care

Signed:

Full Name:

Relationship to Child:

Date:

Appendix 6

Boundary Record of Policy Knowledge and Understanding

Continence, Toileting and Intimate Care

Date	Name	Read & Understood	Attended Training/Meeting	Staff Signature



Appendix 7

Boundary Personal Care Management Plan

Child/Young Person's Name:			Class
Toilet training programme: Yes/No Details:			
Toileting skill level:			
Wears nappy/pull ups/underwear <input type="checkbox"/>	Lies on changing table when being changed <input type="checkbox"/>	Stands and holds on to changing table when changed <input type="checkbox"/>	
Shows awareness when wet/soiled <input type="checkbox"/>	Inform adult when wet/soiled <input type="checkbox"/>	Pulls training pants /underwear down/up independently <input type="checkbox"/>	
Wipes with adult support <input type="checkbox"/>	Wipes bottom independently <input type="checkbox"/>	Freshens self independently when being changed (front) <input type="checkbox"/>	
Uses toilet trainer seat placed on toilet <input type="checkbox"/>	Sits on toilet seat unsupported <input type="checkbox"/>	Urinate by standing himself <input type="checkbox"/>	
Washes hands independently <input type="checkbox"/>	Washes hands with physical/verbal prompts <input type="checkbox"/>		
Facilities and equipment:			
Bed : Yes/No		Other:	
Additional notes:			
The current plan has been agreed by :			
Name: _____ Date: _____ Role: _____ Signature _____			
Parent/Guardian _____ Date: _____ Signature _____			