

Stoke Park Infant School



Intimate care policy

Introduction

Stoke Park Infant School is a nurturing school, where unconditional and positive regard is given to all members of the school community regardless of any difficulties they may have.

The vast majority of children are appropriately toilet trained and able to manage their own needs competently before they start school. 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 statement:

- Identifies the importance of working in partnership with parents/carers
- Sets out the principles of good practice
- Provides practical guidance for starting school
- Clarifies the implications of the Special Educational Needs and Disability Act 2001
- Sets guidance for children with special educational needs and disabilities
- Emphasises the employer's duty to safeguard the health and safety of pupils and staff
- Provides Child Protection advice
- Raises awareness of the need to protect the dignity of the child

Partnership with Parents

Open and supportive communication with parents 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 will need to feel confident that the setting is able to support their child's toileting needs and is positive about doing so.

Partnership with Children and Young People

The active involvement of the child in their toileting programme is vital to make sure they have ownership and understanding of their targets.

Principles of Good Practice

Children who have difficulties in controlling their bladder/bowels have sometimes had a difficult start on the road to personal independence. It is not always possible to understand why early training has been missed, ineffective or not yet appropriate. **These 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
- The school will ensure that we work in partnership with parents and carers in planning for toileting needs and effective toilet training.
- It is important to adopt consistent approaches at home and at school wherever possible.
- The school, in partnership with parents or carers, child and any other professionals involved, will make and review toileting care plans working towards achieving maximum independence of the child with toileting over time. In the case of any changes to the plan, such as change of adults or routine parents will be informed.
- The school, supported by head teachers, governors, and senior managers, should positively address issues raised by toileting needs in a constructive and problem solving way
- School staff will be provided with access to appropriate resources and facilities and be supported by clear plans and training. All staff supporting pupils with toileting difficulties will receive appropriate information and specific training as required
- The Headteacher and SEN Coordinator/RP manager will ensure implementation of, appropriate health and safety procedures and risk assessments.
- The Headteacher, Governors, SEN Coordinator /RP manager and the leadership Team should be aware of their duties to comply with the SEN and Disability Act 2001 and the Equality Act 2010. (May guidance in school, 2014).
- The schools will consult the Social Worker whenever planning toilet training or special toileting arrangements for children on the Child Protection Register or whenever any Social Services Children's Teams are involved
- It is important to alert the Educational Social Work Service if any school attendance difficulties develop as a consequence of toileting concerns

Starting school

The school, the Children's Services Department, acting through the Early Years Development and the Childcare Partnership, believes that children with toileting difficulties should be admitted into 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 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 school setting will take "reasonable steps" to support them.

Children with special educational needs and disabilities

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

- The school and parents will work in partnership with health service staff who will provide any relevant medical information, training and advice.
- 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. He/she will assist with risk assessments if necessary.
- Specialist equipment may be accessible through the Early Education and Child Care Unit or Specialist Teacher Advisory Service
- 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. The school has hygiene / infection control practices in place and will follow these when managing a child with toileting needs. We will 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. DBS checks are carried out for staff who support toileting needs to ensure the safety of children. Where there are concerns the usual child protection procedures are followed.

Agreed: December 2022

Reviewed: November 2022

APPENDIX 1

Definition of Disability in the Disability Discrimination Act (DDA)

The DDA 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 school, are likely to be late achieving independence with toileting.

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 will not be excluded from normal school activities solely because of incontinence.

Before the child begins attendance it is important to:

- Gather information from parents, child and any professionals involved
- Establish effective partnership with parents, 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
- Arrange for any specialist advice, training, resources to be in place before the child begins attendance
- Agree a plan with parents/carers and child and make a written note of your agreement
- Make sure that all staff are informed and clear about their responsibilities

It is important for all parties to monitor and review the plan regularly to ensure it is still appropriate and meeting the changing needs of the child.

APPENDIX 2

Good Practice Guidance from the Local Authority

Each child and situation is of course unique. However Head Teachers may find the following guidance helpful in deciding what "reasonable steps" should be taken to support pupils who require toilet training.

It is existing staff will support pupils with toilet training or special toileting arrangements in school. 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. Managers should ensure that staff carrying out such procedures feel confident and supported by relevant training and protocols to ensure the dignity of the pupil and protection of the staff.

If the child is not able to use the toilet independently on entry, schools have found a variation on the following procedures usually addresses the difficulty.

- Gather as much information as possible from the parents and carers and child. 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?
- An appropriate toileting programme will need to be discussed and agreed so that the child, parents/carers and staff are aware of their roles and responsibilities. The plan must state regular monitoring and review strategies. The plan should give careful consideration to choosing which adults should be involved in toileting care. Schools and pre-school settings should give a written copy of the programme to the parents/carers.
- 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. Staff should liaise accordingly and make the necessary arrangements.
- 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. Whenever possible arrange toilet visits during "break" time in the child's

day to day routine. 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.
- 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 staff may consider the use of signs, pictures or code words
- 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.

Further information and advice

For general help or advice about this guidance please contact:

The Senior Area Inclusion Co-ordinator at the Early Education and Child Care Unit
Tel: 01962 813875

The Team Leader, Specialist Teacher Adviser for Children with Physical Disabilities
Fleet Local Office Tel: 01252 814777

Acknowledgements

This guidance is adapted and developed from 'Toileting Needs Guidance' from Hampshire, 'Guidance on Special Toileting Needs in Schools and Early Years Settings' produced by Warwickshire County Council and 'Promoting personal development in foundation and key stage 1 - continence'

Resources

Enuresis Resource and Information Centre (ERIC)

34, Old School House, Britannia Road, Kingswood, Bristol, BS15 8BD Telephone: 0117 960 3060

www.eric.org.uk

www.trusteric.org

Helpline Mon - Fri 10am - 4pm 0845 3708008

Provides education and resources for improving childhood continence

Good practice in continence services, 2000. Available free from Department of Health, PO Box 777, London SE1 6XH or www.doh.gov.uk/continenceservices.htm

Including me: Managing complex health needs in schools and early years settings Jeanne Carlin (2005) Council for Disabled Children and Department for Education and Skills
Download free of charge from Publications on www.ncb.org.uk

To change or not to change - the nappy question! www.pre-school.org.uk

The following are available upon request from the Specialist Teacher Advisory Service for Children with Physical Disabilities:

The legal aspects of undressing children in cases of suspected abuse

Child Protection guidelines for support staff carrying out toileting procedures with pupils with physical disabilities

Good practice for helping pupils with continence needs

Toilet management procedures checklist

References

Disability Discrimination Act (1995) The Stationery Office Ltd. ISBN 0 10 545095 2

Special Educational Needs and Disabilities Act (2001) The Stationery Office Ltd.
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