

ZETLAND PRIMARY SCHOOL

Toileting and Continence Policy and
Practical Guidance to Promote Personal Development in relation to Pupil

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INTRODUCTION

Starting School or Nursery has always been an important and potentially challenging time for both children and the schools that admit them. 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/END that make it unlikely that they will be toilet trained during the Foundation Stage

Admitting children who have continence problems into Foundation Stage and Key Stage 1 provision can present a challenge to schools. If your child is not toilet trained at the time of starting Nursery we will work with you to help your child achieve full continence. The purpose of this policy and guidelines is to identify best practice to achieve the full inclusion of such children and it will be shared with parents during the prestart meeting for each child before they start Nursery.

To support families in achieving continence when starting nursery, we will:

- make contact with families a term and a half before they are due to start and discuss
- starting toilet training with their child/ren if this has not already begun.
- We will then contact families again a term before their child/ren is due to start to arrange pre start meeting and check on how toilet training has been going and offer any further support and advice around this before they are due to start with us.
- As part of our admissions procedures need to ask your permission to provide intimate care to your child when needed.
- We will contact you once more just before their agreed start date and if you find your
- child is not yet toilet trained we will write a Continence Care Plan with you which we will ask you to sign. This will go through how you and school will support each other in helping to achieve your child's full continence.

Children who are not toilet trained when starting Nursery can attend in pull ups until they are trained, we would ask though that a pair of pants are worn underneath the pull up as this helps children recognise the wet /soiled sensation whilst containing any accidents they may have.

Usually a pull up won't require changing during a Nursery session however in the event that a pull up is noticeably wet or a child has soiled themselves we will help your child change themselves whilst encouraging your child to clean themselves with wet wipes provided by yourself.

If your child soils themselves excessively and hygienic cleaning is problematic and/or they become distressed during cleaning, we would ask for one of the designated people identified on the continence care plan to be available who could come swiftly (ideally within 15 minutes so your child does not become uncomfortable or more distressed) to assist in cleaning your child more intimately either in school or at their home.

During the period of time of training we will review the progress your child is making at least every six weeks. After a term of starting Nursery, if your child is not yet continent we will seek additional support from other professionals.

GUIDANCE ON HOW CHILDREN WILL BE CHANGED

When a child needs to be changed whenever possible it is recommended that:

- Children are changed standing up.

RESOURCES

Changing time can be a positive learning time and an opportunity to promote independence and self-worth.

School will ensure:

- Baby wipes
- paper towels
- aprons and gloves
- nappy bags
- cleaning equipment
- bin

Parents/Carers need to provide

- a supply of spare pull ups
- wipes
- spare clothes

JOB DESCRIPTIONS

It is not always the case but it is more likely that teaching assistants will undertake most of the personal care. School needs to ensure that this issue is addressed as appropriate within overall staffing.

Job descriptions will need to include statements such as the following:

- To assist pupils with dress/ changing for activities/ personal hygiene including changing
- The care and welfare of pupils to include toileting, changing and feeding as required.
- Teachers are responsible for facilitating, supporting and releasing teaching assistants to fulfil this role.

CHILD PROTECTION/SAFEGUARDING

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 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 our school.

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 therefore recommended that the adult who is going to change the child informs another member of staff in the room that they are going to do this. There is no written legal requirement that two adults must be present and schools will need to make their own judgement based on their knowledge of the child/ family.

PARTNERSHIP WORKING

We want to work in partnership with parents when a child enters school not fully continent and this is why we will draw up a continence care plan with you to avoid misunderstandings and also help parents/ carers feel confident that the school will meet their child's needs.

This will include

Parents/Carers

- agreeing to change the child at the latest possible time before coming to school
- providing spare pull ups, 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.

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 the full day and who would be changing them
- agreeing a minimum number of changes
- agreeing to report to the Head Teacher 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 process for the management of a child's personal care needs may need to be further clarified through a 'Personal Care Plan' if for example, the school has concerns about parental support, for children transferring to FS2 or for children above who are not toilet trained and for children with SENs or disabilities.

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.

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

There should be discussions with the School's Safeguarding Lead about the appropriate action to take to safeguard the welfare of the child.

THE DISABILITY DISCRIMINATION ACT

The DDA requires all education providers to re-examine all policies, consider the implications of the Act for practice and revise their current arrangements. In the light of this all education providers need to satisfy themselves that their practices in admitting children who have continence problems are not discriminatory. In addition The Department of Health has issued clear guidance about the facilities that should be available in each school.

The DDA provides protection for anyone who has a physical, sensory or mental impairment that has an adverse effect on his or her ability to carry out normal day-to-day activities. The effect must be substantial and long-term. It is clear that anyone with a named condition that affects aspects of personal development must not be discriminated against. 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 coming out of nappies.

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 pre-school activities solely because of incontinence. Any admissions practice 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 have to be dealt with on an individual basis, and settings or schools are expected to make reasonable adjustments.

In addition excluding children from normal pre-school or school activities, including out of school trips by virtue of incontinence is classed as less favourable treatment under the DDA and would therefore be regarded as discriminatory.

Asking or telling parents to come and change their child routinely (unless the parents have expressed a preference for this) or wanting an older sibling to change their sister/ brother is likely to be a direct contravention of the DDA.

Finally school notes the fact that knowingly leaving a child in a wet or soiled nappy for prolonged periods of time places that child at risk of significant harm (through the increased risk of infections such as bladder infections) and may therefore be construed as child abuse

Monitoring and review

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors on request about the effectiveness of the policy.

This policy is reviewed bi-ennially by the governing body in the Summer Term.

Signed: (on behalf of the staff).....

Signed: (on behalf of the governors).....

Date:

Appendix 1

Risk Assessment for the need for a Detailed Care Plan

These questions need to be discussed with parents of children who are not continent as

part of process of drawing up of a continence plan to identify whether a detailed care plan is needed.

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 Fragility
- Fragile bones
- Head control
- Epilepsy
- Other

Are there any environmental risks? Heat/ Cold

If yes is answered to any of the above questions a detailed personal care plan needs to be completed of how a child will need to be changed, to ensure the child's needs are met appropriately and staff are protected from injury.

Appendix 2

Zetland Primary School