

# **TOILETING AND CONTINENCE**

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

**Cavendish Close Infant and Nursery School**

**October 2023**



**DERBY CITY COUNCIL**

## **PURPOSE**

The purpose of this policy and guidance is to achieve the full inclusion of children with continence problems and meet the requirements of the Early Years Foundation Stage, the Disability Equality Duty (in the Disability Discrimination Act) and the Equality Act 2010 as they apply to children with toileting and continence needs.

Starting school or nursery has always been an important and potentially challenging time for both children and the school. 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

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 Equality Duty and Equality Act 2010

## **Health and Safety**

Please refer to Health and Safety policy for procedures for dealing with spillages of bodily fluids such as the process to be followed when a child accidentally wets or soils him/herself, or is sick while on the premises. The same precautions will apply for nappy changing. This includes:

- staff to wear fresh aprons and disposable gloves while changing a child
- soiled nappies securely wrapped in a double nappy bag and disposed of in the nappy bin in the toilet in the nursery foyer.
- 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 Derby City Council Health and Safety Team and Trade Waste Team is that school can dispose of nappies in the trade bins. Nappies must be tied securely in black bags with no more than four full black bin bags per bin.

## **Facilities**

Children will be changed in a toilet cubicle with a hand wash basin:

1. mobile children are changed standing up
2. if a child is not mobile the child must be changed on the purpose built changing bed which is available in the main building girls toilets.

Staff should consider the child's preference for changing and the outcome of any risk assessments.

For information on how to apply for Access Initiative Funding to improve facilities where this is required please contact Asset Management.

## **Resources**

It takes 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 is a positive learning time and an opportunity to promote independence and self-worth. The Head Teacher will ensure that, where necessary, additional resources from funding delegated to the school to support SEN are allocated so that children's individual toileting needs are met.

Schools will need to ensure that they have:

- hot running water and soap
- paper towels
- aprons and gloves
- nappy bags
- cleaning equipment

- bin
- a supply of spare nappies and wipes (provided by the child's parent/ carer)
- spare clothes

## **Job Descriptions**

Personal care will be undertaken by one or more of the teaching assistants as their job description includes.

- Meeting the care and welfare needs 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**

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 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 recommended that the adult who is going to change the child informs the teacher that they are going to do this. There is no written legal requirement that two adults must be present and school will make its own judgement based on their knowledge of the child/ family.

## **Partnership Working**

Issues around toileting are discussed at a meeting with the parents/ carers prior to admissions into the school. This will include admissions for children into FS1 and FS2. This meeting will also provide an opportunity to involve other agencies as appropriate, such as a Health Visitor or School Nurse.

If school becomes aware that there is a disproportionate number of children arriving at school who are not yet toilet trained then contact will be made with the Health Visiting Team in their area to discuss their concerns.

School has an 'Intimate Care Policy' which is made available for parents.

School will work in partnership with parents when a child is coming to school in nappies or pull-ups.

Parents and school staff agree a toilet training programme which includes a home/ school management agreement that defines the responsibilities that each partner has.

This is called a '**Personal Care Plan**'. 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.

## 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.

Asking or telling parents to come and change their child unless the parents have expressed a preference to do this is likely to be a direct contravention of the Disability Equality Duty and Equality Act 2010. 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

there should be discussions with the school's child protection co-ordinator about the appropriate action to take to safeguard the welfare of the child and to encourage and promote parent responsibility.

## **Agreed Procedure for Personal Care in School**

- Who will change the child (to include more than one person to cover for absence 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 how this will be communicated to parents.

**Note:** Staff 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.

## **Related School Policies**

Intimate Care Policy  
Disposal of Nappies and PPE  
Accessibility Policy  
Admissions Policy  
Child Protection Policy  
Health and Safety Policy  
Inclusion Policy  
SEND Policy

## **Appendices**

Appendix 1: Intimate Care Policy  
Appendix 2: Procedure for Changing a Nappy (child lying down)  
Appendix 3: Personal Care Plan  
Appendix 4: Risk Assessment Template  
Appendix 5: Record of Intimate Care Intervention  
Appendix 6: Working Towards Independence Record  
Appendix 7: Toilet Management Plan  
Appendix 8: Agreement between child and personal assistant  
Appendix 9: Permission for schools to provide intimate care

## **Local information and Guidance**

For information about suitable changing beds, mats and other equipment/ resources please ring the Advisory Teachers for the Physically Impaired (part of the Specialist Teaching and Psychology Service) on 641378.

To discuss the installation of equipment and physical adaptations to the school to accommodate children with toileting and changing needs please ring the Asset Management Team on 642733.

For training on Manual Handling and Risk Assessments contact the Specialist Support Teaching Service (part of the Specialist Teaching and Psychology Service) on 641378 or the Corporate Health and Safety Advisory Service on 642379.

## **Other sources of information**

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

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

See the Contact a family website on [www.cafamily.org.uk](http://www.cafamily.org.uk)

See the Scope website on [www.scope.org.uk](http://www.scope.org.uk)

## **The Disability Equality Duty and the Equality Act**

From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply.

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled pupils. The Equality Act also provides rights for pupils not to be directly discriminated against or harassed because they have an association with a disabled person.

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

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.

School will meet the needs of children with delayed personal development in the same way as the 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.

# **CAVENDISH CLOSE INFANT AND NURSERY SCHOOL**

## **Intimate Care Policy**

Name of school: Cavendish Close Infant School

Date of policy: October 2021

Member of staff responsible: Caroline Howett

Review date: October 2023

### **Introduction**

Cavendish Close Infant 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 only the staff suitably trained and assessed as competent should undertake the procedure (e.g. the administration of rectal diazepam).

### **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.

Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty or menstruation. Wherever possible staff involved in intimate care will not be involved in the delivery of sex education to the children in their care as an extra safeguard to both staff and children involved.

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.

Individual intimate care plans will be drawn up for children as appropriate to suit the circumstances of the child.



Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers 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.

Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the child's personal care plan. 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.

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; staffing schedules will be altered until the issue(s) are resolved.

All staff will be required to confirm that they have read the Derby City Council 'Toileting and Continence Policy and Guidance' document.

## Procedure for Changing a Nappy

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 child on the changing mat/ table
5. Put on gloves
6. Remove wet/ soiled nappy
7. Fold the nappy 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

## Cavendish Close Infant and Nursery School

### Personal Care Plan for children wearing nappies/ pull-ups in school

Child's Name:	DOB:
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Completed by: \_\_\_\_\_ (member of staff)

Date of Plan: \_\_\_\_\_ Date to review Plan: \_\_\_\_\_

Who will change the child?

How will be 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 how this will be communicated to child's parent/ carer

Consider using the Record of Intimate Care Intervention Table

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

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/ Carer's Full Name: \_\_\_\_\_

## Cavendish Close Infant and Nursery School

### 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 Fragility Fragile bones Head control Epilepsy Other		
Are there any environmental risks? Heat/ Cold		

**Date:**

**Signed:**

**Name:**



Cavendish Close Infant and Nursery School

Working Towards Independence Record

Child's Name \_\_\_\_\_ DOB \_\_\_\_\_

Name of Support Staff Involved \_\_\_\_\_

Date of Record \_\_\_\_\_ Review Date \_\_\_\_\_

I can already

Aim:

I will try to

Signed \_\_\_\_\_ Parents/ Carers

Signed \_\_\_\_\_ Member of Staff

Signed \_\_\_\_\_ Second Member of Staff

Signed \_\_\_\_\_ Child (if appropriate)

# Cavendish Close Infant and Nursery School

## Toilet Management Plan

Child's Name \_\_\_\_\_ Class/ Year Grp \_\_\_\_\_

Name of Support Staff Involved \_\_\_\_\_

Date of Record \_\_\_\_\_ Review Date \_\_\_\_\_

Area of Need	
Equipment required	
Location of suitable toilet facilities	
Support required	Frequency of support

### Working towards Independence

Child will try to	Personal Assistant will	Target achieved (date)

Signed \_\_\_\_\_ Parents/ Carers

Signed \_\_\_\_\_ Member of Staff

Signed \_\_\_\_\_ Second Member of Staff

Signed \_\_\_\_\_ Child (if appropriate)



## Cavendish Close Infant and Nursery School

### Agreement between parent, child and staff

Child's Name \_\_\_\_\_ Class/ Year Grp \_\_\_\_\_

Name of Support Staff Involved \_\_\_\_\_

Date \_\_\_\_\_ Review Date \_\_\_\_\_

#### **As the parent of the child who requires help in the toilet you can expect me to do the following:**

- To change my child at the latest possible time before coming to school
- Provide spare nappies, wet wipes and a change of clothes
- Agree to the procedures outlined in the Personal Care Plan and the Working Towards Independence Plan
- Agree to review the toileting plans in discussion with the school
- Agree to support my child and the school towards independence

#### **Any member of staff helping you in the toilet will do the following:**

- When I am the identified person I will stop what I am doing to help you in the toilet. I will avoid all unnecessary delays.
- When you use our agreed emergency signal, I will stop what I am doing and come and help.
- I will treat you with respect and ensure privacy and dignity at all times.
- I will ask permission before touching you or your clothing
- I will check that you are as comfortable as possible, both physically and emotionally
- If I am working with a colleague to help you, I will ensure that we talk in a way that does not embarrass you.
- I will look and listen carefully if there is something you would like to change about your Toilet Management Plan

#### **As the child who requires help in the toilet you can expect me to do the following:**

- I will try, whenever possible to let you know a few minutes in advance, that I am going to need the toilet so that you can make yourself available and be prepared to help me
- I will try to use the toilet at break time or at the agreed times
- I will tell you if I want you to stay in the room or stay with me in the toilet
- I will tell you straight away if you are doing anything that makes me feel uncomfortable or embarrassed.
- I may talk to other trusted people about how you help me. They too will let you know what I would like to change

Signed \_\_\_\_\_ Member of Staff

Signed \_\_\_\_\_ Child (if appropriate)

## Cavendish Close Infant and Nursery School

### 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 the headteacher of any medical complaint my child may have which affects issues of intimate care

Signed \_\_\_\_\_

Full Name \_\_\_\_\_

Relationship to Child \_\_\_\_\_

Date \_\_\_\_\_



## **Disposal of Nappies and Personal Protective Equipment**

We acknowledge the Environmental Protection Act 1990 and have in place a strategy for dealing with the segregation and safe disposal of nappies, other soiled items and personal protection equipment such as gloves and disposal plastic aprons. We believe it is essential to have in place the necessary risk assessments to deal with this type of waste.

We understand that nappies, incontinence pads and similar items are classified as offensive/hygiene waste rather than clinical/infectious waste. Offensive/hygiene waste includes incontinence and other waste produced from human hygiene, sanitary waste, disposable medical items, personal protection equipment, animal faeces and soiled animal bedding.

We are aware that offensive/hygiene waste is not clinical waste, is not dangerous for carriage, and is suitable for disposal at a non-hazardous landfill site without further treatment. It is our policy to ensure that such waste will be segregated from general school waste such as paper and other items.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

### **Aims**

- To ensure the safe disposal of all offensive/hygiene waste such as nappies and personal protection equipment.
- To ensure risk assessments are in place to deal with the safe disposal of offensive/hygiene waste.

### **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- appointed a Site Manager to be responsible for the safe disposal of offensive/hygiene waste;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

## **Role of the Headteacher and Senior Leadership Team**

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel and parents are aware of and comply with this policy;
- work closely with the link governor and site manager;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

## **Role of the Site Manager**

The site manager will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to the appropriate staff who deal with the intimate care of pupils;
- ensure the segregation of offensive/hygiene waste and general school waste;
- ensure the safe disposal of offensive/hygiene waste;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

## **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- be segregate offensive/hygiene waste from general school waste;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

## **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel

## **Training**

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

## **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and governors.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

## **Linked Policies**

▪ Intimate Care	▪ Health & Safety	▪ Risk Assessments
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***Cavendish Close Infant School***