



Copnor Primary School:

C13. Toileting and Intimate Care Policy

Policy Introduction:

This policy provides information and guidance about meeting children's toileting needs for staff in the Early Years unit at Copnor Primary School. It is relevant for all adults working with young children who are acquiring toileting skills.

Copnor Primary 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.

Aims:

- Ensure the dignity and welfare of the child is paramount
- Provide staff with procedures to support children in their independent toileting needs.
- 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.

Principles:

Under the published criteria for primary school admissions, the only reason a pupil can be refused admission to a school is that they have reached their admission number. It is not acceptable to refuse a child admission because he/she is not toilet trained, where the published admission has not been reached. Nor is it acceptable to offer a child a different placement to another child because he/she is not toilet trained. For instance, if the normal placement is full time then a child should not be offered a reduced placement for this reason alone. If a child is not toilet trained because of a disability his/her rights to inclusion are additionally supported by the SEN and Disability Act 2001 and Part IV of Disability Discrimination Act 1985.

Resources and Facilities:

Children will be changed in the disabled toilet located at the end of the staff toilet area. Children will not be changed in educational, play or public areas, or any location used for the preparation of food or drink.

Facilities comprise of:

- Sink, taps and hot and cold running water.

- Non-latex gloves and disposable aprons should be worn each time a child is changed.
- Non-allergenic wet wipes will be used for cleaning the body.
- Aprons, wet wipes and gloves will be stored in the disabled toilet.

Good Practice:

It is good practice to establish a child's toileting needs on entry to school. 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. Home visits are offered upon entry to all Early Years Children during which time toileting issues will be discussed.

If a child soils themselves parents will be informed at the end of the school day or before if necessary e.g. in the case of an upset stomach.

Toileting Accidents:

Children may be anxious and preoccupied by toileting difficulties but usually respond to praise, encouragement and confidence building. It is important to promote self-esteem in other areas of learning, 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. Staff will follow procedures outlined for such accidents. These procedures can be located in the allocated disabled toilet and are named 'Guidelines for changing a child who has had a toileting accident.'

Incontinence:

If the school is approached by a parent/carer, we will carefully and sensitively ascertain whether the reason for the child not being continent is due to a disability and/or medical condition. If possible we will also contact Health Care professionals for advice, where we have parental permission for this. If the reason for the incontinence is due to a disability and/or medical condition, we will then:-

- Recognise the child's needs
- Develop an Individual Toilet Protocol for the child. (Intimate Care Plan)
- Decide who will implement the protocol. (The school has 'loco parentis' and will ensure that we have suitably qualified staff in the Early Years. It is part of all staff roles within the Early Years department to meet the hygiene needs of children.)
- We may liaise with the child's Health Visitor (where the child is under five) or the School Nurse (for over five's) and SENCO for advice, and follow the normal referral procedures.

Child Protection:

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 undertaken.' At Copnor Primary School, for the protection of the child and also members of staff, two adults will accompany the child to the toilet for assistance.

Children's Views:

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

- Respect a child's preference for 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 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 the body parts and bodily functions that will be used by staff and encourage children to use these terms appropriately.

Sources of Help:

In dealing with issues surrounding toileting, we will first seek advice from the school nurse or health visitor depending on the age of the child. In addition, advice can be sought from the school's Special Educational Needs Co-Ordinator.

Conclusion:

Copnor Primary School is committed to inclusive practise in its Early Years department. There is an expectation that staff and parents will work together to support children with toileting needs without impact on their access to education. Good practice and recommendations have been highlighted within this policy to protect the well-being of children, parents and staff and promote consistent good practice.

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