

Toileting & Continence Policy



Burford School

Toileting and Contenance Policy

**This policy was approved by the governing body in September '10
This policy will be reviewed in September '12**

Introduction

There are an increasing number of children who, for a variety of reasons, are not fully continent when they are admitted to a setting. Settings have a duty under the Disability Discrimination Act to make reasonable adjustments to meet the needs of each child, and children should not be excluded or treated less favourably because of their incontinence.

Definition of Disability in 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 a setting 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 school activities solely because of incontinence.

Burford School deals with such issues on an individual basis, and makes reasonable adjustments to ensure the needs of each child are met.

Aims of Policy

Achieving continence is a developmental milestone usually reached within the context of learning in the home before a child transfers to a nursery/school setting. However, for some children entering school, the skill of independent toileting has not been fully acquired and needs to be taught. The 'Every Child Matters' framework includes 'Enjoy and Achieve' as one of the five outcomes. Two of the aims are to enable children to:

- be ready for school
- achieve personal and social development and enjoy recreation.

Principles of the Policy

The Early Years Foundation Stage Curriculum includes Personal and Social and Emotional Development as a curriculum strand and specifies planning for "the development of independence skills, particularly for children who are highly dependent upon adult support for personal care." The Stepping Stones include reference to children being able to "dress and undress independently and manage their own personal hygiene." Therefore, children entering the Foundation Stage who have not achieved continence or developed independent toileting skills will:

- not be discriminated against in relation to their admission to school
- be supported with their toileting needs to help develop concern for their own personal hygiene, independence and well-being

Health and Safety

The school already has procedures in place for dealing with spillages of bodily fluids, e.g. when a child accidentally wets or soils themselves, or is sick whilst on the premises:

- Staff to wear aprons and disposable gloves whilst changing a child;
- Aprons and disposable gloves to be disposed of in the waste disposal unit in the disabled toilets;
- Soiled nappies to be double wrapped and disposed of in the waste disposal unit in the disabled toilets;
- Changing area/toilet to be cleaned after use;
- Hot water and soap available to wash hands as soon as changing is done;
- Hot air dryer or paper towels available to dry hands

Facilities

The school has two toilet cubicles purposefully built for children with disabilities. These should be used for changing purposes.

Staff should be aware that:

- changing should not take place behind locked doors, however a 'Do Not Enter' sign should be placed on the closed door to ensure privacy and dignity can be maintained during the process
- the child should not be made to feel uncomfortable or in any way that they are a nuisance

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

Leaving a child soiled for any length of time pending the return of the parent/carer is a form of abuse.

Child Protection

The normal process of assisting with personal care, e.g. 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 process to ensure that abuse does not take place. All staff appointed at Burford School have rigorous CRB checks which are carried out to ensure the safety of children and staff.

Partnership Working

Issues around toileting can be discussed with the Foundation Stage Manager/Class Teacher during the admissions process. Parents of children starting in Reception are invited into school for a pre-admissions meeting. During these meetings parents are provided with opportunities to discuss any concerns they may have and the involvement of other agencies if necessary, e.g. Health Visitor, Inclusion Support Team. In some circumstances it may be appropriate to set up a home/school agreement for Toilet Management (See Appendix 1).

The Parents/Carers

- Agreeing to change the child at the latest possible time before coming to school;
- Providing spare nappies/underwear and a change of clothes;
- Understanding and agreeing the school procedures followed during changing;
- Agreeing to inform the 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 full day and who will be doing the changing;
- Agreeing to review the arrangements, in discussion with the school, should this be necessary.

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 will be changing them;
- Agreeing to report to the Headteacher and SENCO should the child be distressed or if marks and rashes are seen;
- Agreeing to review arrangements, in discussion with parents/carers, should this be necessary.
- Agreeing to implement an individual toileting management plan if this is required (See Appendix 2).

Procedure for Personal Care in School

- Agreed changing area to allow child privacy/dignity.
- Designated member of staff identified to change child including another named person in case of illness/ absence.
- All named practitioners changing the child to agree on a consistent approach.
- Staff to be provided with disposable gloves (not latex); a disposable apron, disposable cloths to wash the child and nappy bags.
- Child to be encouraged to participate in the changing process as/if appropriate e.g. wiping themselves, pulling up their pants etc.
- Child to be washed (water only) if necessary and changed.
- Nappy to be placed in a nappy bag and disposed of safely.
- Other clothing, if wet and soiled dealt with as agreed.
- Changing area to be thoroughly cleaned.



**Home and School Agreement
for Toilet Management**

Parental Responsibilities:

- To ensure that the child is changed at the latest possible time before coming to school.
- To provide nappies/underwear and a change of clothing.
- To inform the school of any marks or rashes.
- To continue to implement timed toilet training programme at home.

School's Responsibilities:

- To change the child when soiled or wet following the agreed procedures.
- To follow a timed toilet training programme.
- To report to the parent if the child becomes distressed or if mark/rashes are seen.
- To ensure where possible that the child will be changed by agreed members of staff.
- To discuss any proposed changes to toileting procedures with the parents/carers.

Parent/Carers' Signature.....

Class Teacher's Signature.....



Appendix 2

Toileting Management Plan

Name of child:	Name of assigned adult: Name of alternative assigned adult:	Year Group/ Class:
Achievable agreed target for child:		
Date agreed target to be achieved by:		
Changing facility to be used:		
Times which child is to be routinely changed/taken to the toilet throughout the day: <ul style="list-style-type: none"> • • • • • • 		
Ways in which child is to be encouraged to participate in changing process: <ul style="list-style-type: none"> • • • • • 		
Parent/Carer's signature:		
Class Teacher's/Assigned Adult's Signature:		
Date:		
Date at which plan is to be reviewed:		