

Calverton Primary School



Toileting Policy

Person responsible for the policy	EYFS Leader - Michelle Brunt Resource Provision Leader - Calvin Mathys
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Signed by Chair of Governor:	Signed by Head Teacher:
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Toileting Policy

Introduction

This guidance provides information about meeting children's toileting needs for all staff in the early years at Calverton Primary School. It is relevant for adults who are working with:

- Young children who are acquiring toileting skills age appropriately.
- Children who may have a developmental delay and who will achieve independence in toileting later than their peer group.
- Children who have a disability or who require special arrangements for toileting due to medical, emotional or social needs.

The guidance is based on good practice and is designed to support procedures already in place. It aims to:

- Ensure that all children are included in their local community school regardless of their toileting needs.
- Provide advice and practical examples to staff.
- 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.

Background

Following the implementation of the Disability Discrimination Act 1995 (DDA) and the SEN and Disability Act 2001 (SENDA), an increasing number of children and young people with disabilities, developmental delay and medical needs are being included in local early years settings and mainstream schools. A number of these children require assistance with toileting.

Regardless of age, these children fall within the terms of DDA/SENDA and the setting must make 'reasonable adjustments' to support them.

These children have an educational entitlement irrespective of their difficulties with toileting.

Calverton Primary School believes that children with toileting needs should be admitted normally into pre-school, nursery and infant classes with their cohort.

Parents and Carers have a key role to play in effective toileting and management of toileting needs.

Children must not be left wet or dirty.

Good Practice Guidance for Admission of Non- Toilet trained children: Policy and procedures

Some children entering Calverton Primary School may not be fully toilet trained. With good partnership working between home and school, most children are able to achieve full toilet training by the end of the first term in their class.

Children with long-term toileting requirements as part of complex medical or physical needs may require additional assistance to manage their personal care needs.

Resources and Facilities

Whenever possible, the existing toilet areas should be used. If these are inappropriate then choose a private, safe location that protects the dignity of the child without compromising staff. Do not change pupils in educational, play or public areas, or in any location used for the preparation of food and drink.

The minimum facilities would comprise:

- Sink with hot and cold running water.
- Dedicated bin.
- Paper roll or wet wipes for cleansing the body, cleaning the surface of the changing area and mopping up spillages.
- Antibacterial spray/Milton/liquid soap and water are all suitable for cleaning surfaces and the changing area.
- Non-latex gloves and disposable aprons - fresh ones should be used each time.
- Spare clothes, either provided for by parents or from EYFS supplies.

Children who only wet themselves will be changed by the EYFS staff in the toilets.

If more than one child is wet at the same time, Welfare staff will be called for support. Only one member of welfare staff needs to attend.

If a child soils themselves the following procedures will apply:

Nursery staff will inform Welfare staff who will take the child to the changing toilet and clean and change them. Fresh clothing will be provided, if needed by the EYFS team. Only one member of Welfare staff needs to attend to this duty.

If a child soils themselves more than once in a session, the parent/carers will be called because it is assumed the child is unwell.

Health and Safety Issues

It is imperative that the following health and safety concerns are followed when changing a child.

- Personal hygiene.
- Disposal (soiled items should not be placed with general refuse).
- Protective clothing (disposable gloves and aprons).
- Cleaning of changing area/equipment (responsibility of person changing the child).

Child Protection

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. CRB checks are carried out to ensure the safety of children with staff employed in childcare and education settings.

Jeannie Carlin, Council for Disabled Children 2005

Including Me: Managing complex health needs in schools and early years settings, p75.

Some unions recommended that in schools two members of staff are present when personal care is undertaken. This however does need to be balanced with issues around maintaining staff/child ratios and ensuring privacy. If there is a known risk of a false allegation by a child or parent/carer then two members of staff should be present.

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."

At all times the privacy and dignity of the child should be respected, especially if more than one member of the staff is present.

Good Practice Guidance for Admission of Non-Toilet trained children: Individual Needs

It is good practice to establish a child's toileting needs at entry to a school or setting. Transition arrangements offer an opportunity to support parents/carers 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 or toilet management.

When families visit the school prior to entry, it is appropriate to discuss toileting issues with the parents/carers. If the child is still in nappies, staff could support parents/carers in trying to establish toileting routines. If necessary, these routines would be maintained by the school after admission.

It is very important that personal care plans are prepared for children entering the setting or school with toileting needs which differ from the majority of their peers.

Preparation should include discussion with parents/carers, confirmation of arrangements and plans for monitoring and review.

- Clear arrangements for staffing and access to facilities.
- Specialist advice, training or resources required.
- Record keeping such as toilet diary or reward system.
- Child protection or social care issues.
- Liaison and review with parents/carers and outside agencies.

The SENCO for the school should be aware of the personal care plan and link this intervention with other monitoring completed under Code of Practice procedures.

There are a number of other issues which it is helpful for staff to consider and agree with parents/carers prior to the child starting at the school. These include:

Routines: Parents/carers should be asked to ensure that the child is changed or taken to the toilet at the last possible time before time before leaving home. It

is also good practice for the parent/carer to toilet their child when arriving at school. The child's key worker should take responsibility for prompting the child to go to the toilet or taking the child to the toilet, at fixed appropriate intervals throughout the day.

Accidents: 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 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.

When managed in these ways most children will achieve independence during their first term at school. When this does not occur, it is appropriate to discuss arising concerns with parents/carers and if appropriate with other professionals.