

# Parson Street Primary School

Intimate Care Policy

2023-2024



## **ETHOS STATEMENT**

It is the aim of the Governing Body of Parson Street Primary School to support the implementation of policies and procedures which develop the skills our children need to achieve our vision of:

*Empowering all to create opportunities for life- long learners  
in our communities.*

## **Introduction**

The vast majority of children are appropriately toilet trained and able to manage their own needs competently before they start school. This policy will apply to pupils who, for whatever reason, require toilet training or special arrangements with toileting whilst at school. This policy also applies to pupils who occasionally need assistance with personal care.

This policy:

- Identifies the importance of working in partnership with parents/carers
- Sets out the principles of good practice
- Provides practical guidance
- Clarifies the implications of the Special Educational Needs and Disability Discrimination Acts
- Sets guidance for all children including those with special educational needs and disabilities
- Emphasises the employer's duty to safe-guard the health and safety of pupils and staff
- Provides Child Protection advice
- Raises awareness of the need to protect the dignity of the child.

## **Partnership with Parents/Carers**

Open and supportive communication with parents and carers is fundamental to planning for and meeting the child's toileting needs effectively and sensitively. Many parents may feel anxious that their child is not able to use the toilet independently and may have already experienced some difficulties with toilet training and/or experienced

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negative attitudes from others towards the issue. For some children their toileting needs may be relatively short term and related to initial toilet training, whereas others may require a long term toileting programme. Parents will need to feel confident that the school is able to support their child's toileting needs and is positive about doing so, and should be encouraged to be open about and able to discuss any concerns in this area.

### **Partnership with Children and Young People**

The active involvement of the child in their toileting programme is vital to make sure they have ownership and understanding of their targets.

### **Principles of Good Practice**

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

- Children or young people who need assistance with toilet training or special toileting arrangements must be treated with respect, dignity and sensitivity
- Some children who cannot achieve continence and independent toileting will require high levels of assistance
- School recognises that we should work in partnership with parents and carers in planning for toileting needs and effective toilet training, acknowledging that continence and independent toileting may not be achieved by some children
- It is important to adopt consistent approaches at home and at school
- The school, in partnership with parents/carers, the child and any other professionals involved, should make and review care plans, working towards achieving maximum independence of the child with toileting
- The school, supported by head teachers, governors, and senior managers, should positively address issues raised by toileting needs in a constructive and problem solving way
- Staff should be provided with access to appropriate resources and facilities and be supported by clear plans, policy guidelines and training. All staff supporting pupils with toileting difficulties must receive appropriate information and specific training as required
- The Head Teacher and Managers should be aware of, and ensure implementation of, appropriate health and safety procedures and risk assessments
- The Head Teacher, Governors and Senior Managers should be aware of their duties to comply with the SEN Code of Practice and Disability Discrimination Acts

- Schools must consult the Social Worker whenever planning toilet training or special toileting arrangements for children on the Child Protection Register or whenever any Social Care teams are involved
- It is important to alert the Pastoral Team if any school attendance difficulties develop as a consequence of toileting concerns.

### **Definition of Disability in the Disability Discrimination Act (DDA)**

The DDA provides protection for anyone who has a physical, sensory or mental impairment or medical condition 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 nursery or school, are likely to be late achieving independence with toileting; some may never achieve independence with toileting.

### **Attending School**

Children with toileting difficulties should be admitted into nursery and reception classes with their friends in the same way as any other child. At this stage it is not possible to assume that failure to achieve independence with toileting is in itself an indication of special educational needs. However, there are some children who enter nursery or reception with special educational needs and/or medical conditions which indicate the need for special toileting arrangements or toileting training. These children fall within the terms of the SEN and Disability Discrimination Acts and the school must take "reasonable steps" to support them.

Before the child begins attendance it is important to:

- Gather information from parents, child and any professionals involved
- Establish effective partnership with parents/carers, child and any professionals involved
- Focus on health and safety implications and determine whether a risk assessment is required
- Decide, in consultation with parents/carers, whether you need further advice from Health or Children's Services
- Arrange for any specialist advice, training, resources to be in place before the child begins attendance

- Agree a plan with parents/carers and child and make a written note of the agreement
- Make sure that all staff are informed and clear about their responsibilities.

It is important for all parties to monitor and review the plan regularly to ensure it is still appropriate and meeting the changing needs of the child.

It is reasonable to discuss the level of independence with toileting before a child starts school. However, it is not acceptable to deny, delay or reduce attendance at school simply because a child has special toilet requirements. It is important to agree a plan which will work towards maximum independence and support the child's attendance in the educational school.

If a toileting need becomes apparent once a child has been admitted all of the above points would still apply. However, it may be necessary for additional parental support whilst the above points can be actioned.

### **Good Practice**

Each child and situation is, of course, unique.

It is anticipated that existing staff will volunteer to support pupils with toilet training or special toileting arrangements in school. Where incontinence is caused by an underlying impairment, it is a necessary reasonable adjustment for staff to carry out personal care. When recruiting new staff it is important that duties relating to personal care are specified in the job description. Managers should ensure that staff carrying out such procedures feel confident and supported by relevant training and protocols to ensure the dignity of the pupil and protection of the staff.

If the child or young person is not able to use the toilet independently on entry, a variation on the following procedures usually addresses the difficulty.

- Gather as much information as possible from the parents/carers and child. How have they tried to introduce toilet training at home? What happens at home? Has the child any regular routines or daily patterns which could inform the routine set up by the school? Have the parents/carers noticed any particular difficulties or phobias which the school should be aware of? Can the parents/carers suggest a strategy or procedure for dealing with the problem?
- An appropriate toileting programme will need to be discussed and agreed so that the child, parents/carers and staff are aware of their roles and responsibilities. The plan must have regular monitoring and review arrangements. The plan should give careful consideration to choosing which adults should be involved in toileting care. School should give a written copy of the programme to the parents/carers.

- Clothes should be easy for the child to pull up and down. Wherever possible it is better to train the child with appropriate clothing rather than continuing to rely on the nappy/pad or training pants.
- No child should be left wet or dirty for a parent/carer to change later
- It is not reasonable to expect parents or carers to be on emergency stand-by to change children during the school day
- Staff should ask parents/carers to provide the school with a couple of appropriate changes of pants/trousers etc in case of accidents
- It is the responsibility of parents/carers to deal with wet/soiled clothing. Staff should liaise accordingly and make the necessary arrangements
- Organise that a member of staff familiar with the child is given the responsibility of taking the child to the toilet at fixed, appropriate intervals throughout the morning/day. Careful observations and discussions with the child may identify when the child "needs to go".
- Ensure that the routine established in school is strictly maintained from the start and try hard to avoid accidents. If necessary shorten the time between visits to the toilet so that the child gets into the habit of being dry.
- 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.
- Drinking water easily accessible for all children and encourage them to have "little and often" rather than in huge amounts at a time
- Reminders to use the toilet should be discreet and staff may consider the use of signs, pictures or code words
- 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. Give extra attention when they have made the effort to go to the toilet independently.
- After a period of training it may be sufficient to remind the child to go to the toilet on their own. Be positive and patient and praise the child for effort.
- It is important to anticipate toileting needs for these pupils before planning off site activities. Children should not be excluded from off-site activities because of their toileting needs.

Where difficulties persist there may be more complex issues to consider and further guidance and support may be needed from other professionals. It is important to

discuss continuing concerns with parents/carers and seek their agreement before involving further professional guidance and support.

### **Children with special educational needs and disabilities**

In addition to the good practice described above the following considerations may apply:

- In consultation with parents, Health service staff will provide any relevant medical information, training and advice
- It may be appropriate to consult Outreach for children with Physical Disabilities who can provide guidance and assistance with risk assessments

### **Health and Safety considerations**

The Head teacher and Governors have a duty to safeguard the Health and Safety of pupils and staff. The School follows infection control guidance as part of our health and safety policy and will follow these when managing a child with toileting needs. The site team have attended training related to this area of need and can offer advice where necessary.

### **Safeguarding concerns**

If a member of staff is concerned about any physical or emotional changes, such as marks, bruises, soreness, distress etc. they will inform the Designated Safeguarding Lead (DSL) immediately. The Safeguarding Policy will then be implemented.

The normal process of changing a nappy/pad should not raise child protection concerns, and there are no regulations that indicate that a second member of staff must be available. However, it is strongly recommended that two members of staff should be present to supervise personal care procedures if staffing resources permit.

### **Children who have occasional toileting needs**

#### **General Principles**

- Children should be treated with dignity and respect at all times
- Children should be encouraged to change in to clean clothing with supervision as appropriate to the needs and age of the child concerned and sensitive to the potential for embarrassment
- Parents should be contacted to collect their child to enable the child to be thoroughly cleaned to maintain their dignity.

If the parent cannot be contacted, the adult may be required to assist with any personal care task which a child can not undertake by themselves. If this is necessary then two members of staff should be present if staffing resources permit.