**Green Lane School**



**Toileting and Continence Policy**

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**Introduction**

There are an increasing number of children who, for a variety of reasons, are not fully continent when they are admitted to Green Lane School. Schools 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-today 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.

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

**Aims**

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, 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 accessible toilets;

* Soiled nappies to be double wrapped and disposed of in the waste disposal

unit in the accessible 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 hygiene rooms purposefully built for people with disabilities. These can be used for showering and changing purposes.

Staff should be aware that:

* they need to inform a colleague when they are supporting a child to clean themselves or changing children with intimate care plans;
* 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 not acceptable.

**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 Green Lane School have rigorous DSB checks which are carried out to ensure the safety of children and staff.

**Partnership Working**

Issues around toileting can be discussed with the SENCO/Foundation Stage Leader/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, Incontinence clinic. In some circumstances it may be appropriate to set up an Intimate Care Plan for Toilet Management (See Appendix 1).

**Toileting of Older Pupils**

An increasing number of older pupils will continue to have toileting issues. Individual health care plans will be written for these pupils. Some pupils have to be catheterised and a number of staff have received training to assist pupils in this process. Before an older pupil starts at the school a toileting plan will be written outlining the number of changes required and at what time of the day.

**The Parents/Carers will be asked to;**

* Agree to change the child at the latest possible time before coming to school;
* Provide spare nappies/underwear and a change of clothes;
* Understand and agree to the school procedures followed during changing;
* Agree to inform the school should the child have any marks/rash;
* Agree 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;
* Agree to review the arrangements, in discussion with the school, should this be necessary.

**The School will:**

* Agree to change the child should they soil themselves or become wet;
* Agree how often the child should be routinely changed if the child is in school for the full day and who will be changing them;
* Agree to report to the class teacher and if necessary, the Safeguarding Team should the child be distressed or if marks and rashes are seen;
* Agree to review arrangements, in discussion with parents/carers, should this be necessary.
* Agree to implement an Intimate Care Plan if this is required (See Appendix 1).

**Procedure for Intimate Care in School**

* Agreed changing area to allow child privacy/dignity.
* Designated members of staff identified to change child
* 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 in the accessible toilet.
* 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.

**Appendix 1**

**Home and School Agreement for Intimate Care**

**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.

**Intimate Care Plan**

Name of child:

Name of assigned adults:

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:

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Ways in which child is to be encouraged to participate in changing process:

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Parent/Carer’s signature:

Class Teacher’s/Assigned Adult’s Signature: