

## Redhill Primary School Toileting and Intimate Care Policy Sept 2016

Aim:

This policy aims to manage risks associated with toileting and intimate care needs and ensures that employees do not work outside the remit of their responsibilities set out in this policy.

### Principles

All children at Redhill Primary School have the right to be safe and be treated with dignity, respect and privacy at all times so as to enable them to access all aspects of teaching and learning.

This policy sets out clear principles and guidelines on supporting intimate care with specific reference to toileting. It should be considered in line with our Safeguarding Policy, Health and Safety Policies and Administering of Medicines policy.

This policy supports the safeguarding and welfare requirements of Early Years Foundation Stage (EYFS) 2012 and the Disability Discrimination Act 2005. Redhill Primary School will ensure that:

- No child's physical, mental or sensory impairment will have an adverse effect on their ability to take part in day to day activities.
- No child with a named condition that affects personal development will be discriminated against
- No child who is delayed in achieving continence will be refused admission
- No child will be sent home or have to wait for their parents/carer due to incontinence
- Adjustments will be made for any child who has delayed incontinence

**Intimate Care Tasks** – cover any tasks that involves the dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or carrying out a procedure that requires direct or indirect contact to an intimate personal area.

**Partnership with Parents/Carers** – Staff/ Child's keyworker at Redhill Primary School works in partnership with parents or carers to provide care appropriate to the needs of the individual child and together will produce a care plan. The care plan will set out:

- What care is required
- Number of staff needed to carry out the task (if more than one person is required, reason will be documented)
- Additional equipment required
- Child's preferred means of communication (e.g. visual, verbal). Agree terminology for parts of the body and bodily functions
- Child's level of ability i.e. what tasks they are able to do by themselves
- Acknowledge and respect for any cultural or religious sensitivities related to aspects of intimate care
- Be regularly monitored and reviewed in accordance with the child's development

Parents/Carers are asked to supply the following :

- Spare nappies
- Wipes, nappy sacks etc

- Spare Clothes
- Spare underwear

**Best Practice** – When intimate care is given, the member of staff explains fully each task that is carried out, and the reason for it. Staff encourage children to do as much for themselves as they can, lots of praise and encouragement will be given to the child when they achieve. Other members of staff made aware that intimate care tasks are being undertaken to ensure safeguarding and ratios.

All staff working in early years setting must have a DBS check. Particular staff members are identified to change a child with known needs and that they plan and record their work with that child.

**Safeguarding** – Staff are trained on the signs and symptom so child abuse which in line with Staffordshire Safeguarding Children’s Board guidelines and are aware of the DFES booklet ‘What to do if you think a child is being abused’ and will follow the guidance given .

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

Should a child become unhappy about being cared for by a particular member of staff, the SDO/EYFS Co-ordinator/ class teacher will look into the situation and record any findings. These will be discussed with the child’s parents/carers in order to resolve the problem. If necessary the SDO will seek advice from other agencies.

If a child makes an allegation against a member of staff, the procedure set out in the Safeguarding Policy will be followed.

**Dealing with body fluids** – Urine, faeces, blood and vomit will be cleaned up immediately and disposed of safely. When dealing with with body fluids , staff wear protective clothing (disposal plastic gloves and aprons) wash themselves thoroughly afterward. Soiled children’s clothing with be bagged to go home– staff will not rinse it. Children will be kept away from the affected area until the incident has been completely dealt with.

All staff maintain high standards of personal hygiene, and will take all practicable steps to prevent and control the spread of infection.

Please also see Staffordshire County Council’s :

## **Toileting Policy**

Good Practice Guidelines for settings and schools supporting children with toileting needs (Nov 2008)

Signed

Date

## **Guidelines for completing a personal care risk assessment – carried out by key worker or SENCo**

APPENDIX I

### **Toilet Training: Guidance Notes for Parents**

Going to the toilet independently is an important step for all children. The age at which children become toilet trained varies greatly from child to child.

#### Before you start:

It is important to avoid rushing into toileting before your child is ready. It can be difficult when friends' children are toileted or you have the pressure of a special event, such as starting nursery, but much of the frustration around toileting can be avoided by waiting until your child indicates they are ready.

Some of the signs to look for include:

- ◆ Your child telling you they are actually doing a wee or a poo. With praise they will gradually begin to recognise sooner and sooner until eventually they are able to 'hold on' long enough to get to a potty or toilet in time.
- ◆ Taking an interest in going to the toilet with you.
- ◆ Pulling at or telling you they have a wet or soiled nappy or even telling you they no longer wish to wear nappies.
- ◆ Able to stay dry for extended periods.

Modern nappies often mean children do not feel as wet or soiled as they did in years gone by. By looking out for signs, you can make sure you do not wait too long, or start too early.

#### Planning

Once your child is ready to begin toilet training, decide

- What language you would like to use. For example wee wee, poo, toilet, potty. If your child uses a signing or symbol system, choose appropriate signs.
- Would you like your child to use a potty or a toilet seat for young children? Where will this be kept?
- Who else needs to know? Make sure you let everyone who looks after your child know that you are beginning toilet training and what you have decided about language and equipment.
- If possible take your child to the toilet with you and talk through step by step what you are doing. Ask them if they would like to try.
- Introduce the toilet or potty in a comfortable, safe way. Make the experience fun by singing, playing games or reading a story. Give lots of praise, even when the child does not 'go'.
- Use a few drops of food colouring in the toilet bowl. The yellow of the urine will change blue to green, and red to orange. Use cheerios as a target for boys to aim.
- Expect accidents. Try not to show you are disappointed, but deal with accidents in a 'matter of fact' way.

### Readiness for Toilet Training

Use the checklist below to help you decide if your child is ready for toilet training. Not all of the items on the list will be appropriate to every child but the more items on the list that you have ticked, the more likely it is that your child will be successful. Do not be disheartened if you have not been able to tick many of the boxes yet, simply wait a few weeks and consider again

You may want to share this list with the staff at your child's early years setting or school if you are planning toilet training with them.

Child's Name:

Date of Birth

My child is able to stay dry for an hour or more

My child imitates the actions of others

My child knows what a potty or toilet is for

My child is able to concentrate on task for five minutes or more

My child knows if s/he has a wet or soiled nappy on

My child is able to indicate his/her needs (using words, signs or gestures)

My child's faeces are solid and well formed

My child is NOT currently experiencing any particularly stressful situations

PERSONAL CARE PLAN – TOILETING

Child's Name:

DoB:

Class Group:

Date:

Reason for Plan:

Aim of Plan:

What will be done?

Details of when child will be changed/taken to toilet and specific routines to be followed.

Social story and schedule required?

By whom

Facilities

Where the child will be changed and resources required

Training

Specify training needs	For whom	Date Achieved
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Other Issues

Clothing

Off-site activities

Review date

Plan agreed by:

Name

Signature

Date

Parents/carer: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

Keyworker(s) \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

SENCo /

Headteacher / Manager \_\_\_\_\_  
\_\_\_\_\_