

Commonswood Primary & Nursery School

Toileting & Continence Policy



Approved by Governors: Spring 2026

Next Review: Annually

Introduction

Commonswood Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people. We are committed to ensuring that all staff responsible for intimate care of children will undertake their duties in a professional manner at all times.

It is generally expected that most children will be toilet trained and out of nappies before they begin at school or nursery. However, it is inevitable that from time to time, some children will have accidents and need to be attended to.

Starting school or nursery has always been an important and potentially challenging time for both children and the schools that admit them. It is also a time of growth and very rapid developmental change for all children. As with all developmental milestones in the foundation stage, there is wide variation in the time at which children master the skills involved in being fully toilet trained.

Children in the Foundation Stage may:

- be fully toilet trained across all settings
- have been fully toilet trained but regress for a little while in response to the stress and excitement of beginning the Foundation Stage
- be fully toilet trained at home but prone to accidents in new settings
- be on the point of being toilet trained but require reminders and encouragement
- not be toilet trained at all but likely to respond quickly to a well-structured toilet training programme
- be fully toilet trained but have serious disabilities or learning difficulties
- have delayed onset of full toilet training in line with other development delays but will probably master these skills during the Foundation Stage
- have SEN that makes it unlikely that they will be toilet trained during the Foundation Stage

Admitting children who have continence problems into Foundation Stage and Key Stage 1 provision can present a challenge to schools. The purpose of this policy and guidelines is to identify best practice to achieve the full inclusion of such children.

Whenever possible it is recommended that:

- mobile children are changed standing up

- children in the Foundation Stage may be changed on a mat on a suitable surface
- Children in year 1 and above should only be changed in a toilet cubicle standing up.

Resources

Changing time can be a positive learning time and an opportunity to promote independence and self-worth.

School provides:

- hot running water and soap
- paper towels
- aprons and gloves
- cleaning equipment
- bin with a lid specifically used for nappies

Parent provides:

- spare clothes
- nappies
- nappy bags
- wipes

It could take ten minutes or more to change an individual child. This is not dissimilar to the amount of time that might be allocated to work with a child on an individual learning target, and of course, the time spent changing the child can be a positive, learning time.

However, if several children with continence needs enter Foundation Stage there should be clear resource implications. Within our school, the Foundation Stage teachers should speak to the SENDCo to ensure the additional resources from the school's resources are allocated to the Foundation Stage to ensure that the children's individual needs are met.

Staff Responsibilities

In the interests of Health & Safety, it is unreasonable for staff to be expected to change a child who regularly soils unless the child has a medical condition as an underlying cause. School does not have staffing levels to accommodate support teachers regularly leaving the class to attend to an individual's hygiene.

What the school expects of parents

- Parents/carers will endeavor to ensure that their child is continent before admission to school (unless the child has additional needs).
- Parents/carers will discuss any specific concerns with staff about their child's toileting needs.
- Parents/carers must inform the school if a child is not fully toilet trained before starting school, after which a meeting will then be arranged to discuss the child's needs.
- Parents accept that on occasions their child may need to be collected from school

Special Educational Needs and Child Protection issues

The school recognises that some children with SEN and other children's home circumstances may result in children arriving at school with underdeveloped toilet training skills. If a child is not toilet trained because of a disability his/her rights to inclusion are additionally supported by the SEN & Disability Act 2001 & Part 1V of the Disability Discrimination Act 1995.

If a child's toileting needs are substantially different than those expected of a child his age, then the child's needs may be managed through an Individual Health Plan or alternatively they may be considered to be at the Early Years Action Plus/School Action Plus in the SEN Code of Practice. A toileting program would be agreed with parents as advised by a Health Professional. Arrangements will be discussed with parents/carers on a regular basis and recorded on the toileting plan. If there is no progress over a long period of time, e.g. half a term, the SEND Co-ordinator, teaching staff and parents would seek further support, e.g. G.P's referral of child for specialist assessment.

Some children may have an education, health and care plan before entering school. The education, health and care plan will outline the child's needs and objectives and the educational provision to meet these needs and objectives. The statement will identify delayed self- help skills and recommend a program to develop these skills. Where specialist equipment and facilities above that currently available in the school are required, every effort will be made to provide appropriate facilities in a timely fashion, following assessment by a Physiotherapist and/or Occupational Therapist.

The normal process of assisting with personal care, such as. 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 nappy changing process to ensure that abuse does not take place. DBS checks are rigorous and are carried out to ensure the safety of children with staff employed in our school.

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.'

It is recommended that the adult who is going to change the child informs the teacher that they are going to do this. There is no written legal requirement that two adults must be present and schools will need to make their own judgement based on their knowledge of the child/ family.

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 likely to be a direct contravention of the DDA, as is leaving a child soiled, which could be considered to be a form of abuse since it places the child at risk of significant harm. The process for the management of a child's personal care needs may need to be further clarified through a 'Personal Care Plan'. For example, where the school has concerns about parental support, for children transferring to FS2 or above who are not toilet trained and for children with SENs or disabilities.

Where appropriate, parents and school will need to agree a toilet training programme.

In the very small number of cases where parents do not co-operate or where there are concerns that

- the child is regularly coming to school/nursery in very wet or very soiled nappies/clothes
- there is evidence of excessive soreness that is not being treated
- the parents are not seeking or following advice

there should be discussions with the school's child protection co-ordinator about the appropriate action to take to safeguard the welfare of the child.

Should a child with complex continence needs be admitted, the child's medical practitioners will need to be closely involved and a separate, individual toilet-management plan may be required.

School and Parents Working in Partnership

Commonswood Primary and Nursery School works in partnership with parents when a child enters school in a nappy or pull-ups or with continence problems. This agreement helps to avoid misunderstandings and also helps parents/ carers feel confident that the school will meet their child's needs.

Further Information and Guidance

Enuresis Resource & Information Centre (ERIC) 34 Old School House, Britannia Road, Kinswood, Bristol, BS15 8BD Telephone: 0117 960 3060 Website: www.eric.org.uk

Good Practise in Continence Services, 2000. Available to download free from Department of Health, PO BOX 77, London, SE1 6XH or www.doh.gov.uk/continenceservices.htm

Managing a child with bladder and bowel problems in school – a resource pack.
www.promocon.co.uk

Early Years and the Disability Discrimination Act 1995 www.surestart.gov.uk/publications

KCSIE

SEND policy

Appendix 1: Home/School Management Agreement

Appendix 2: Procedure for Changing a Nappy/Soiled or Wet Pants (child lying down)

Appendix 2: Personal Care Plan

Appendix 3: Risk Assessment Template

Appendix 4: Record of Intimate Care Intervention

Appendix 1

Commonswood Primary and Nursery School Home/School Management Agreement

Parents/Carers:

- agreeing to change the child at the latest possible time before coming to school
- providing spare nappies, wet wipes, a change of clothes and nappy bags
- understanding and agreeing the procedures to be followed during changing at school
- agreeing to inform 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 day and who will do the changing
- agreeing to review the arrangements, in discussion with the school, should this be necessary
- agreeing to encourage the child's participation in toileting procedures wherever possible.
- agreeing to work with appropriate agencies to support toilet training in the home

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 would be changing them
- agreeing a minimum number of changes
- agreeing to report safeguarding concerns to the designated safeguarding leads (DSL).
- agreeing to review arrangements, in discussion with parents/carers, should this be necessary
- agreeing to encourage the child's participation in toileting procedures wherever possible

Appendix 2

Procedure for Changing a Nappy/Soiled or Wet Pants (child lying down)

1. Consider whether the child can be changed in a toilet cubicle (standing up).
2. Wash your hands.
3. Assemble the equipment.
4. Place the infant/ child upon the changing mat/ table.
5. Put on gloves.
6. Remove wet/ soiled nappy/clothes.
7. Flush away fecal waste from undergarments and fold the nappy/clothes inwards to cover fecal material and place into bin. (Any clothes to be recovered at the end of the day and handed to the parent.)
8. Used wipes and gloves are to be disposed of in a bin with a disposable liner.
9. The bin should be emptied at least once a day and the liner replaced.
10. Once the child has been changed and returned safely to their class, clean the changing area with a detergent spray or soap and water.
11. Hands should be washed thoroughly whether gloves have been used or not.

Appendix 3

Intimate Care Policy: Commonswood Primary and Nursery School

Introduction

Commonswood Primary and Nursery School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children with respect and dignity when intimate care is given. No child should be attended to in a way that causes distress, embarrassment or pain.

Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff that provide intimate care to children have a high awareness of child protection issues. Staff will work in partnership with parents/carers to provide continuity of care.

Definition

Intimate care is any care which involves washing, touching or carrying out an invasive procedure to intimate personal areas. In most cases such care will involve procedures to do with personal hygiene and the cleaning of associated equipment as part of the staff member's duty of care. In the case of specific procedures only the staff suitably trained and assessed as competent should undertake the procedure (e.g. the administration of rectal diazepam).

Our Approach to Best Practice

The management of all children with intimate care needs will be carefully planned. The child who requires care will be treated with respect at all times; the child's welfare and dignity is of paramount importance.

Staff who provide intimate care are trained to do so (including Child Protection and Moving and Handling) and are fully aware of best practice. Suitable equipment and facilities will be provided to assist children who need special arrangements following assessment from physiotherapist/occupational therapist.

Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty or menstruation. Wherever possible, staff involved in intimate care will not be involved in the delivery of sex education to the children in their care as an extra safeguard to both staff and children involved. The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for him/herself as they are able. Individual intimate care plans will be drawn up for children as appropriate to suit the circumstances of the child.

Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the child's personal care plan. The needs and wishes of children and parents will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation.

The Protection of Children

Child Protection Procedures and Multi-Agency Protection procedures will be adhered to. If any member of staff has concerns about physical changes to a child's presentation, e.g. marks, bruises, soreness etc. s/he will immediately report concerns to the appropriate designated person for child protection.

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of the process in order to reach a resolution; staffing schedules will be altered until the issue(s) are resolved.

Monitoring and Review

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors on request about the effectiveness of the policy.

Signed: _____ **(on behalf of the staff)**

Date: _____

Appendix 4

Permission for school to provide intimate care

Child's Full Name _____

Male/ Female (delete as appropriate)

Date of Birth _____

Parent/ Carer's Full Name _____

Address _____

Post Code _____

I understand that:

I give permission to the school to provide appropriate intimate care support to my child e.g. changing soiled clothing, washing and toileting.

I will advise the head teacher of any medical complaint my child may have which affects issues of intimate care

Signed _____

Full Name _____

Relationship to Child _____

Date _____