

## ST. CHAD'S C.E.(C) PRIMARY SCHOOL

### TOILETING POLICY

'Building together with Jesus for a better future.'

#### **THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE SCHOOLS COVID RISK ASSESSMENT AND CONTROL MEASURES**

We are a Church of England School and our policies are written with a commitment to our Christian Character, which is rooted in the Bible.

*All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness, that the person of God may be complete, thoroughly equipped for every good work. (2 Timothy 3:16-17)*

#### Introduction

This document provides information about meeting children's toileting needs in our school. It aims to:

- Ensure that all children are included in our school regardless of their toileting needs.
- Provide guidance and advice to staff and parents.
- 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 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), the Equality Act (2010) and the SEN and Disability Act 2001 (SENDA), an increasing number of children with disabilities, developmental delay and medical needs are being included in early years settings and mainstream schools. A number of these children require assistance with their toileting and personal care.

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

#### Principles of the policy

A number of children entering our school may not be fully toilet trained. It is not assumed that failure to achieve independence with toileting is in itself an indication of special educational needs. With good partnership working between home and school, we believe that most children are able to achieve full toilet training very quickly into their reception year.

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

Positive links and regular meetings with other agencies will enable school to take account of the knowledge, skills and expertise of other professionals and will ensure the child's well being and development remains paramount.

We embrace the principles of Every Child Matters: -

- Every child has the right to feel safe and secure
- Every child has the right to be treated as an individual
- Every child has the right to remain healthy
- Every child has the right to privacy, dignity and a professional approach from all staff when meeting his or her needs

- Every child has the right to information and support that will enable him or her to make informed and appropriate choices
- Every child has the right to be accepted for who they are, without regard to age, gender, ability, race, culture or beliefs
- Every child (and parent) has the right to information and procedures for any complaint or queries he or she may have regarding intimate care

#### Parental responsibility

Partnership with parents is an important principle in any educational setting and is particularly necessary in relation to children needing intimate care. Much of the information required to make the process of intimate care as comfortable as possible is available from parents, including knowledge and understanding of any religious/cultural sensitivities.

Issues around toileting can be discussed with the Foundation Stage staff during the admissions process. Children starting Nursery are invited to visit the setting on a number of occasions and children starting in Reception are invited into school for a visit and a discussion with the class teacher. 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, OT's, Physiotherapists. Pupils may also require an 'Intimate Care Plan' if they need extra assistance due to SEN or disabilities and this can be discussed with the SENCO upon admissions, and any other health care professionals involved.

Prior to starting school, prospective parents are also requested to inform staff if their child is not fully toilet trained or may require additional personal care. Staff will then meet with parents to discuss the child's individual needs and identify any support that may be necessary. A toilet management plan may be completed with the parents.

Upon starting in Nursery and Reception classes, a letter is sent home informing parents that if a child has a minor soiling or wetting accident we will change them- only if consent is given through returning the permission slip attached to the letter. This letter will apply to the child's whole time in the Early Years and Infant departments. Any changes to these arrangements, parents will be expected to notify us in writing.

In some circumstances, we will ask parents to come to school to help their child following a soiling or wetting incident. Such instances may be if a child is particularly upset or un-cooperative, or too soiled for them to be cleaned adequately in school.

Parents are asked to provide clothing that is easy to manage when toileting. Clothing with elasticated waists and no zips or buttons are the most helpful. Parents are asked to provide plenty of changes of clothing in case of accidents. School does have some spare clothing available. Staff will agree with parents what should happen to soiled clothing.

#### Staff responsibility

We will treat all incidents where a child wets/soils, with dignity and respect for the child.

The child's teacher and parents will be informed of any soiling and subsequent change of clothing.

Changing will not take place behind locked doors but in an area where privacy and dignity can be maintained and child protection procedures adhered to.

All staff will encourage the child to ask to use the toilet in good time in order to assist with toilet training and to reduce the number of accidents/incidents.

One member of staff will 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.

**'Staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.'**

Staff involved in meeting children's toileting needs endeavour to:

- Get to know the child in other contexts to gain an appreciation of his/ her moods and system of communication
- Speak to the child by name using age appropriate language and ensure that they are aware of the activity.
- Give explanations of what is happening in a straightforward and reassuring way.
- Use appropriate terminology for parts of the body and bodily functions.
- Give the child clues that enable the child to anticipate and prepare for events.

### Health and Safety

When a child is sick, accidentally wets or soils himself the following procedure will be followed:

- Staff will wear fresh aprons and disposable gloves while assisting a child changing
- Soiled clothing (if applicable) will be securely wrapped
- Changing area/ toilet to be left clean. Caretaking/ cleaning staff to be informed
- Hot water and soap available to wash hands as soon as changing is done
- Paper towels to be available to dry hands.

### Safeguarding

The normal process of changing a child who has wet/soiled 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 changing process to ensure that abuse does not take place. School does not have the staffing resources to provide two members of staff for cleaning and changing children and DBS checks are carried out to ensure the safety of children with staff employed in childcare and education settings. A student or volunteer will not change a child.

### Equality

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. St Chad's Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

Revised	Autumn 20
Review Date:	Autumn 2021