

Appendix 6- Intimate Care

Guidance on Toileting Needs in Schools and Early Years Settings

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 in FS or other education settings.

This guidance:

- Identifies the importance of working in partnership with parents/carers
- Sets out the principles of good practice
- Provide practical guidance for pre-schools and schools
- Clarifies the implications of the UAE Special Educational Needs and Disability Discrimination laws
- 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.

Where the document refers to child/children, this includes children and young people of pre-school and school age.

Partnership with Parents/Carers

Open and supportive communication with parents (including 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 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 setting 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 needs.

Principles of Good Practice

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

- Children are 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
- Educational establishments should ensure that they 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 setting, in partnership with parents/carers, child and any other professionals involved, should make and review care plans, working towards achieving maximum independence of the child with toileting
- The setting, supported by Principals and senior leaders 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
- Principals and senior leaders should be aware of, and ensure implementation of, appropriate health and safety procedures and risk assessments
- It is important to alert the Head of Inclusion, school nurse and/or counsellor if any school attendance difficulties develop as a consequence of toileting concerns.

Definition of Disability

Special protection should be provided for children who have 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. Anyone with a named condition that affects aspects of personal development must not be discriminated against. 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 and young people with global development 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 pre-school settings and starting school

Children with toileting difficulties should be admitted into pre-school and into nursery and FS 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 FS with special educational needs and/or medical conditions which indicate the need for special toileting arrangements or toileting training.

Education providers have an obligation to meet the needs of children and young people 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 preschool or school activities solely because of incontinence.

All issues of continence and toileting needs should be dealt with on an individual basis, and settings are expected to make reasonable adjustments to meet the needs of each child.

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 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 your 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. Should a child not be continent before starting school, it is important to agree a plan which will work towards maximum independence and support the child's attendance in the educational setting.

Good Practice Guidance

Each child and situation is of course unique. However, teachers may find the following guidance helpful in deciding what 'reasonable steps' should be taken to support pupils who require toilet training.

It is anticipated that existing staff will volunteer to support pupils with toilet training or special toileting arrangements in school and pre-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 contract of employment (see link to Role Profile below). 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, schools have found 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. Schools and pre-school settings 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 for a member of staff familiar with the child to be 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 preoccupied 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 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 your continuing concern with parents/carers and seek their agreement before involving further professional guidance and support.

Children with special education needs and disabilities

In addition to the good practice guidance 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 a specialist adviser for children with physical disabilities who can provide guidance and assistance with risk assessments
- Specialist equipment may be accessible through a specialist advisor

Health and safety considerations

Principals have a duty to safeguard the health and safety of pupils and staff. Schools and other settings registered to provide education will already have hygiene or infection control policies as part of their health and safety policy and will follow these when managing a child with toileting needs. Ensure all known allergies are considered when planning and carrying out each child's toileting programme.

Child Protection concerns

The normal process of changing underwear, nappy/pad 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 nappy changing process to ensure that abuse does not take place. However, as is always recommended, it would be

advisable to have another staff member present should the child be in a secondary setting or have special education needs. The school nurse may be an appropriate support staff member in such cases.

Staff- technology:

Staff should not use telephones or cameras on their phones during the school day.