

# Intimate Care Policy and Procedures

Throughout this policy 'parents' denotes those with parental responsibility.

At Belmont, it is expected that the vast majority of children will be able to use the toilet facilities available on entry to the school. That is to:

- know when they need to go to the toilet;
- know how to use the toilet for themselves;
- be effective at cleaning themselves after using the toilet;
- wash their hands independently after using the toilet.

However, the school also recognises that a small number of children may have failed to achieve full continence. These may be children in the Foundation Stage with delayed personal development or older children with specific toileting issues related to a special educational need, disability or medical need. It also recognises that children who are otherwise fully continent may have an occasional need as a result of illness or emotional upheaval.

Children will not be excluded from normal pre-school or school activities solely because of incontinence. We aim to meet the needs of children with delayed personal development in the same way as we would meet the individual needs of children with any other kind of delayed development. All such issues are dealt with on an individual basis, with the school making reasonable adjustments to meet the needs of each child. Anyone caring for children, including teachers and other school staff, has a common law duty of care to act like any reasonably prudent parent and to make sure that children are healthy and safe.

## **1. General principles**

- It is the right of every child to be treated with sensitivity and respect.
- Every child is allowed to exercise choice and encouraged to care for him/herself as far as possible.
- The dignity of every child and right to confidentiality are respected.
- Privacy, appropriate to each child's age and the situation, is provided.
- Children are encouraged to have a positive image of their own bodies.
- There is recognition that toileting support can involve risks for both the child and any adults in attendance.
- There is a clear understanding of the roles and responsibilities of all staff in dealing with the intimate care needs of children

## **2. Day-to-day procedures**

### **2.1 Nursery**

- On entry to the Belmont Nursery, children are shown the available toilet facilities. There is no access to these toilets except from within the nursery environment.
- Children are not routinely expected to wait to go to the toilet, but rather to be independent and go when they need to.
- Children are encouraged to use the toilet whenever they need it. During an outdoor session, they are taught to tell a member of staff if they need to do so, so that staff are aware that they are returning inside the building.
- If children are sitting with an adult for story time or group time, they are taught to put their hand up and ask to go to encourage good manners.
- Children are reminded to use the toilet, particularly if parents alert nursery staff that the child needs such reminding or if a child has recently or regularly wet or soiled him/herself.
- Nursery staff help children who need support with dressing/undressing, although parents are asked to dress children in clothes they can easily take off and put on themselves.
- Parent helpers are instructed to alert a member of staff if a child has 'had an accident'. They **must not** deal with it themselves (see Section 3.3)

## **2.2 Reception**

- On entry to Reception, children are shown the toilet facilities closest to their respective classrooms.
- All children in the class are reminded to use the toilet before lunch and playtime.
- They are accompanied to the toilets before lunch by a member of staff, who waits outside to ensure that each child visits the toilet and washes his/her hands.
- A child may be given additional reminders to use the toilet if parents alert staff that the child needs such reminding or if a child has recently or regularly wet or soiled him/herself.
- Children are not expected to wait to go to the toilet, but are allowed to use the toilet whenever they need it. They are taught to ask the teacher or Early Years Practitioner's permission, so that staff are aware that they have left the room or outdoor area.

## **2.3 Key Stage 1**

- On moving to, or joining, a new class, children are shown the toilet facilities closest to their respective classrooms.
- Year 2 children use toilets on the first floor, except during playtime when they use the toilets closest to the infant playground.
- All children in the class are reminded to use the toilet before lunch and at playtime.
- Children are allowed to use the toilet whenever they need it, but may be asked to wait a few minutes for a suitable break in the lesson, unless they have a known medical need.
- All children are required to ask the teacher or assistant's permission, so that staff are aware that they have left the room or playground.

## **2.4 Key Stage 2**

- On joining Belmont, new children are shown the toilet facilities used by KS2 children.
- All KS2 children use toilets on the first floor, except during playtime when they can use the toilets in the canteen building. KS2 children **should not** use the ground floor toilets, unless instructed to do so by a member of staff.
- Children in the class are reminded to use the toilet before lunch and at playtime.
- It is expected that children are generally able to wait to use the toilet. They may therefore be asked to wait a few minutes for a suitable break in the lesson, unless they have a known medical need.
- All children are required to ask the teacher or assistant's permission, so that staff are aware that they have left the room or playground.
- There is also an individual and sensitive response to older girls' requests to use the toilet in recognition of the specific issues that may prevent girls who have reached puberty from wanting to use the toilets at the same time as other children.

## **3. Caring for children with specific toileting or intimate care needs**

### **3.1 Principles of sensitivity and respect**

- The child should be spoken to by name and given explanations of what is happening, in such a way that their experience of intimate care is a positive one. Privacy appropriate to the child's age and the situation should be provided.
- The child should be encouraged to care for him/herself as far as possible. Adults should be aware and responsive to the child's reactions.
- The dignity of the child must be respected and, as far as possible, confidentiality maintained.
- We believe that leaving a child in soiled clothing for any length of time pending the arrival of the parent is unacceptable.

### 3.2 School induction

- Some children may come to school with ongoing/specific physical or medical issues such as persistent urinary tract infections or soiling difficulties. If the child requires a Healthcare Plan, please refer to the Medical Policy
- A signed agreement to the arrangements outlined in this policy is made with parents if there are specific issues related to their child. (See Appendix B)
- It is important that there is a positive dialogue between home and school about strategies in use with the child so that these can be reinforced by both, as appropriate.
- Some young children start wetting after they begin at school. This requires careful and sensitive investigation by the staff and parents as it could be due to a variety of home/school factors including illness, anxiety, new siblings etc. It may be appropriate to involve other agencies in developing a care plan for the child if the situation is not quickly resolved.
- Some children refuse or are very reluctant for adults outside the family to care for them. In these circumstances special arrangements may need to be made for a family member to come in.

### 3.3 Safeguarding children and adults

- Adults dealing with the intimate care needs of children must have undergone DBS (Disclosure and Barring Service) enhanced checking, and be included on the school's Single Central Record. Any adult who is not an employee of the school must not change a child except under the supervision of a member of the school staff and only in exceptional circumstances e.g. long term supply cover.
- The school follows good practice that a second member of staff supervises the changing of a nappy or soiled clothes wherever practical. If there is known risk of false allegation by a child, or any other concern, then a member of staff must not undertake changing the child alone. A student on placement or supply teacher/assistant must not change a child unsupervised.
- All intimate care incidents must be recorded straight away. For children in the Early Years, a record should be made in the class Incident Book. For older children, or **whenever** a welfare assistant or SMSA is involved with changing a child, incidents should be recorded using the same system as First Aid i.e. SIMS pupil record system. Information must include the date and time, the name of the child, the adult(s) in attendance, the nature of the incident, the action taken and any concerns or issues. The parent must be informed on the day of the incident.
- If the staff member notices marks or injuries when supporting a child with intimate care needs, they need to alert the designated safeguarding lead (DSL) as soon as possible.
- If it becomes evident that a child has an on-going problem that requires regular intervention, the school will make arrangements to meet with the parent to discuss strategies towards a long-term resolution to the problem. The parent will be asked to sign an agreement to the toileting arrangements (if this has not already been done) and the school will recommend referral to a health professional. A Healthcare Plan may also be drawn up.

### 3.4 Health and safety

If children accidentally wet or soil themselves, they are encouraged to clean themselves with wet wipes (of a non-allergenic type suitable for babies) as soon as they are developmentally ready. The school has facilities for cleaning children when they wet/soil themselves including a shower cubicle in the staff toilet and a changing mat in the Nursery toilet area. Infection control measures are taken. In particular:

- Staff wear disposable gloves and aprons while dealing with the incident, masks are also available.
- Soiled clothing is double wrapped in plastic bags.
- Soiled wipes, gloves etc. are disposed of in plastic nappy sacks in the toilet bins.
- Hot water and anti-bacterial liquid handwash are provided for washing when the task is completed
- Cleaning materials are available for disinfecting any soiled surfaces.
- Paper towels are available for drying hands.

### **3.5 Bed wetting**

Year 6 children participate in an educational visit involving four nights' stay at a residential centre.

- Parents are asked to inform the school in advance of the visit, if their child is prone to bed wetting. If this is the case, they are asked to provide extra nightclothes and bedclothes and a waterproof sheet for the child.
- A member of the school staff accompanying the visit has responsibility for medical and personal care needs and will speak privately to the child in advance of the visit so that he/she is comfortable with asking for support should it be necessary.
- Should a child wet his/her bed during the visit, he/she is asked to inform the named member of staff who will arrange discreetly with the centre for the soiled items to be washed and dried. If the incident occurs on the last night soiled items will be double bagged for return to school.

## **4. Roles and responsibilities**

It is the responsibility of all staff to remain highly vigilant for any signs or symptoms of improper practice or child protection issues and to report these to the designated safeguarding leads (DSLs).

### **4.1 Role of Nursery staff**

It is recognised that the nature of the nursery setting, with its separate toileting facilities necessitates a different approach. It is assumed that, as there are three adults on the Belmont Nursery team, it is generally unnecessary for a further adult to be called upon when changing is needed. It may also be the case that this team may wish to share the duties outlined in this policy. They have responsibility

- To follow the procedures outlined in this policy as the need arises
- To record any incidents in the Nursery Incident Book
- To inform the child's parent
- To liaise with the Early Years Foundation Stage Leader if there are any particular issues to resolve e.g. If several children entering Nursery are not yet continent there could be resource implications, particularly during the first half/full term.

### **4.2 Role of Reception class Early Years Practitioners, special support assistants and SMSAs**

- To follow the procedures outlined in this policy as the need arises, under the direction of the teacher
- To record any incidents in the Reception Incident Book/SIMS pupil record system
- To inform the class teacher
- To ask the welfare assistant to inform the child's parent or to do so themselves

### **4.3 Role of welfare assistant**

- To follow the procedures outlined in this policy as the need arises, outside of class time and for children in Key Stages 1 and 2
- To ensure all incidents are recorded

### **4.4 Role of class teachers**

- To follow the day-to-day procedures as outlined in this policy
- To oversee compliance with this policy for children with specific needs
- To direct support staff to meet the needs of children as appropriate
- To monitor incidents and records and note any patterns in the class log book
- To liaise with parents

### **4.5 Role of Head/Deputy**

- To oversee compliance with this policy for all children
- To ensure everyone is aware of their responsibilities.
- To ensure that resources and training needs are considered and planned for

### **4.6 Role of governors**

- To oversee the implementation of this policy.
- To ensure the policy is monitored and reviewed and that necessary revisions are undertaken.

## **5. Resources**

The following resources are available in the Early Years classrooms and Welfare Room: disposable gloves and aprons, nappy sacks, masks, flushable wet wipes, plastic bags, tissues, paper towels, anti-bacterial liquid handwash, and appropriately sized spare clothing. (Parents are asked to wash and return clothing lent to their child at their earliest convenience.) Cleaning materials are provided for cleaning and disinfecting any soiled surfaces. In addition, a changing mat is provided in the Nursery. The first floor girls' toilets have a sanitary bin and sanitary towels are available in the Welfare Room. The staff toilet situated beyond the Welfare Room has a shower cubicle, should this be needed, and space for changing a child in privacy.

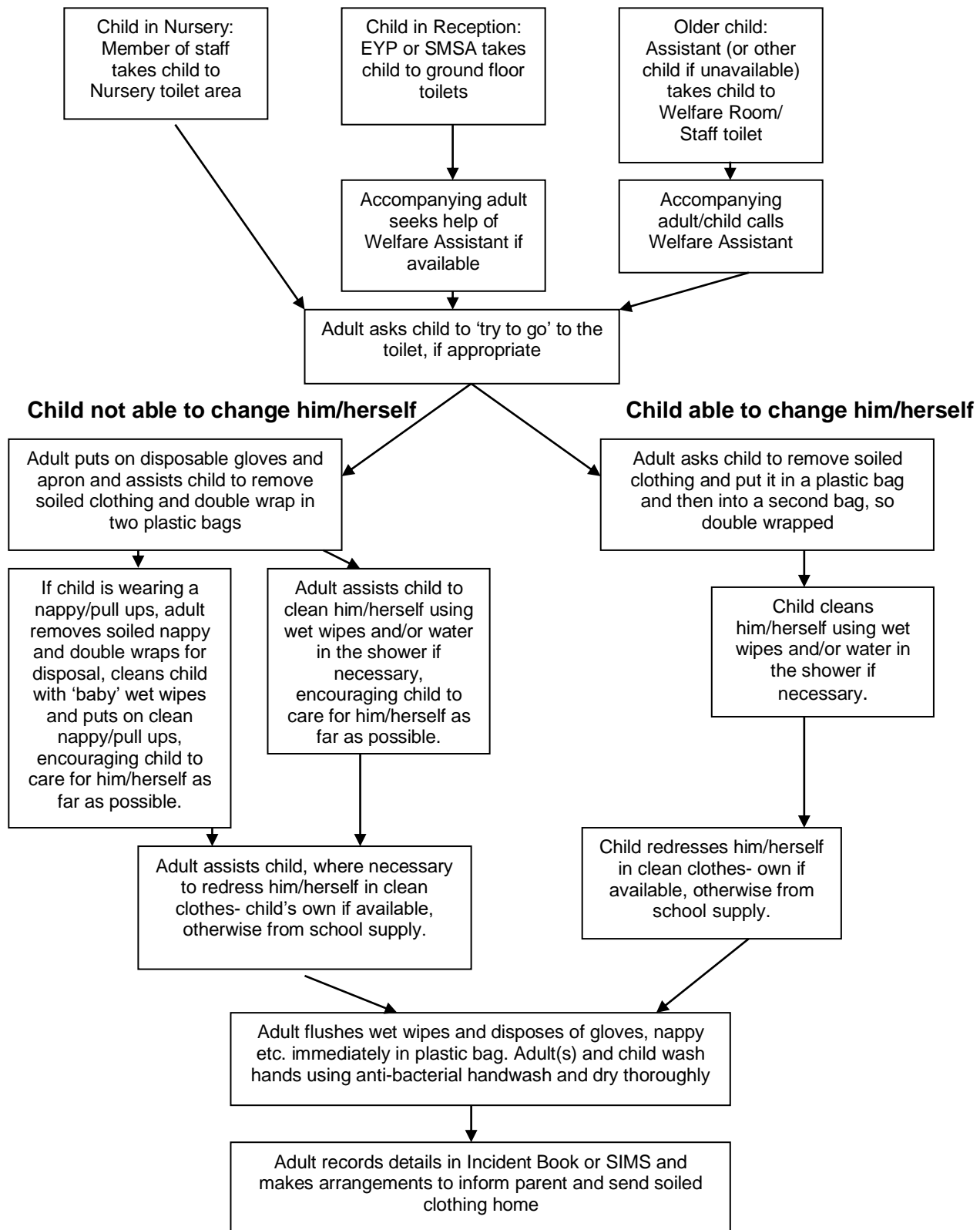
In the case of children who have a particular need in this area, we ask parents to supply changes of clothing. Pull-ups/nappies should also be provided if their use has been agreed as part of the arrangements for the child.

## **6. Advice and support**

It is recognised that there may be occasions when colleagues require the support of other agencies or a risk assessment shows that, at a particular point in time, the needs of an individual child cannot be met without additional support, maybe from a parent. Additional support by parents may also be considered if there is a lack of co-operation between home and school on resolving an ongoing issue (as opposed to slow progress). The school may, as a last resort, require parents to come in to deal with their child's intimate care needs. Further support, training and/or advice may be sought from outside agencies, such as the child's own GP, School Nurse, Early Intervention Service or Child and Family Services. (Guidance on good practice for toilet training and useful websites are included as Appendix C)

## **7. Procedures to be followed**

### **When a child wets or soils him/herself**



### **General points:**

- Speak to the child by name and give explanations of what is happening
- If the child becomes distressed, stop immediately and reassure the child (with another familiar adult if necessary). Try the procedure again ensuring there are two adults present and child is kept calm and reassured.

## **Appendix A: A summary of the Intimate Care Policy is included in the information pack for parents of children joining Nursery or Reception**

The following is an extract from the school's policy and procedures for meeting children's intimate care needs. The full policy can be found on the school website. Throughout this policy 'parents' denotes those with parental responsibility.

At Belmont it is expected that the vast majority of children will be able to use the toilet facilities available on entry to the school. That is to:

- know when they need to go to the toilet;
- know how to use the toilet for themselves;
- be effective at cleaning themselves after using the toilet;
- wash their hands independently after using the toilet.

However, the school also recognises that a small number of children may have failed to achieve full continence. These may be children in the Nursery or Reception who have not yet reached this stage of personal development, or children with a special educational or medical need. We also recognise that children may have an occasional need as a result of illness or emotional upheaval.

Children will not be excluded from normal pre-school or school activities solely because of incontinence. We aim to meet these needs of children in the same way as we would meet any other kind of individual need. All such issues are dealt with on an individual basis, with the school making reasonable adjustments to meet the needs of each child. We have a duty of care to make sure that children are healthy and safe.

### **1. General principles**

- It is the right of every child to be treated with sensitivity and respect.
- Every child is allowed to exercise choice and encouraged to care for him/herself as far as possible.
- The dignity of every child and right to confidentiality are respected.
- Privacy appropriate to each child's age and the situation is provided.
- Children are encouraged to have a positive image of their own bodies.
- There is recognition that toileting support can involve risks for both the child and any adults in attendance.
- There is a clear understanding of the roles and responsibilities of all staff in dealing with the intimate care needs of children

### **2. Day-to-day procedures**

#### **Nursery**

- On entry to the Belmont Nursery, children are shown the available toilet facilities. There is no access to these toilets except from within the nursery environment.
- Children are not routinely expected to wait to go to the toilet, but rather to be independent and go when they need to.
- Children are encouraged to use the toilet whenever they need it. During an outdoor session, they are taught to tell a member of staff if they need to do so, so that staff are aware that they are returning inside the building.
- If children are sitting with an adult for story time or group time, they are taught to put their hand up and ask to go to encourage good manners.
- Children are reminded to use the toilet, particularly if parents alert nursery staff that the child needs such reminding or if a child has recently or regularly wet or soiled him/herself.
- Nursery staff help children who need support with dressing/undressing, although parents are asked to dress children in clothes they can easily take off and put on themselves.

## Reception

- On entry to Reception, children are shown the toilet facilities closest to their respective classrooms.
- All children in the class are reminded to use the toilet before lunch and playtime.
- They are accompanied to the toilets before lunch by a member of staff, who waits outside to ensure that each child visits the toilet and washes his/her hands.
- A child may be given additional reminders to use the toilet if parents alert staff that the child needs such reminding or if a child has recently or regularly wet or soiled him/herself.
- Children are not expected to wait to go to the toilet, but are allowed to use the toilet whenever they need it. They are taught to ask the teacher or Early Years Practitioner's permission, so that staff are aware that they have left the room or outdoor area.
- Children go to the toilet in pairs from the playground. They also go in pairs during class time, until independent enough to go alone.
- Parents are asked to dress children in clothes they can easily take off and put on themselves.

### 3. Caring for children with specific toileting needs

Some children may have the occasional toilet 'accident'. We believe that leaving a child in soiled clothing for any length of time pending the arrival of the parent is unacceptable and therefore will make arrangements to change the child unless it has been agreed otherwise. This duty is undertaken by a familiar adult i.e. the nursery nurse or welfare assistant. Clean spare clothing is kept in school for this purpose as are 'baby' wet wipes, nappy sacks etc. Parents are asked to wash clothing lent to their child and return it to the school at their earliest convenience.

Some children may come to school with ongoing/specific physical or medical issues such as persistent urinary tract infections or soiling difficulties, or may not be fully toilet trained. If this is the case, a child's parent is asked to inform their child's teacher, before the child starts school, so that appropriate arrangements can be made. The dignity of the child and right to privacy are respected: as much as can be kept confidential between child, school and parent is kept confidential. We consider it very important that there is a positive dialogue between home and school about strategies in use with the child so that these can be reinforced by both, as appropriate. A signed agreement to the arrangements used in school is made with parents if there are specific issues related to their child.

Some young children start wetting after they begin at school. This could be due to a variety of home/school factors including illness, anxiety, new siblings etc. If this occurs either the school or parents should initiate an informal meeting to discuss the issue.

### 4. Safeguarding children and adults

Adults dealing with the intimate care needs of children are employees of the school who have undergone DBS (Disclosure and Barring Service) enhanced checking. Any adult who is not an employee of the school (e.g. a supply teacher or assistant) will not change a child except under the supervision of a member of school staff and must also have been fully DBS checked. Parents helping in their child's class are asked to alert a member of staff if a child has 'had an accident'. They **must not** deal with it themselves. Only female members of staff will be involved in supporting the intimate care needs of children other than day-to-day supervision.

All toileting incidents are recorded. This information includes the date and time, the name of the child, the adult(s) in attendance, the nature of the incident, the action taken and any concerns or issues. The parent is informed on the day of the incident.



## Appendix B: Arrangements for meeting the intimate care needs of a child

I understand that Belmont Primary School staff will support my child in the following ways:

- If my child is still in nappies/pull-ups, a member of staff will change him/her if necessary. This is likely to be only if the nappy/pull-up is dirty, unless my child is attending school for longer than half a day. A changing mat is available at school.
- If my child is in pants, he/she will be reminded to visit the toilet regularly, with an adult if necessary.
- If my child wets or soils him/herself, a familiar adult will take him/her to the toilet area or Welfare Room ensuring that his/her privacy can be respected. He/she will be encouraged to use the toilet to remind him/her of what is expected.
- Whenever possible, a second adult will be called upon. At least one adult will be a nursery nurse, welfare assistant, school mealtime supervisor or teacher known to my child, employed by the school and checked by the Disclosure and Barring Service.
- At all times, the adult(s) will reassure my child and explain what is happening.
- My child will be encouraged to remove his/her own clothing and supported only if necessary.
- Soiled clothing will be placed in a double plastic bag and sent home with my child to be washed.
- My child will be encouraged to clean him/herself, if able to do so, using a disposable 'baby quality' wet wipe.
- If my child needs help to clean him/herself, the adult will assist using a wet wipe or, if necessary, by washing my child in the shower cubicle.
- My child will be given clean dry clothes to put on, his/her own if possible, and assisted with dressing if necessary.
- My child will be reminded to wash his/her hands using anti-bacterial liquid handwash and to dry them afterwards.
- The adult(s) will record the time of the incident and will let a family member or carer know the same day what occurred and when.
- My child's teacher will arrange brief meetings at intervals so that my child's progress can be discussed and any further strategies or action agreed.

I will support the school in the following ways:

- I will send my child to school in clothing which he/she can easily take off/put on.
- I will provide the school with nappies/pull-ups if their use has been agreed.
- I will provide the school with changes of clothing for my child.
- I will keep the school informed as to my child's progress at home with toilet training and share strategies.

I understand that if my child's needs continue or are known to be long-standing the school will recommend we seek the advice of other professionals. These may be my child's GP or others involved in the care of my child. I will share with the school any strategies and advice that these professionals give me. All information about my child's needs will be kept confidential.

I understand that if at any time my child's needs cannot be met in school without additional support, my child's teacher will let me know. The school may as a last resort require a family member or carer to come in to deal with my child's toileting needs.

Specific strategies to support my child with toilet training or personal care are noted overleaf.

Signed .....Parent/Carer

Date .....

## **Appendix C: Support and guidance**

### **Good Practice: toilet training**

#### **Introducing toilet training:**

Some children will be late in achieving developmental milestones and toilet training will be delayed accordingly. Incontinence can be part of a medical condition or part of global delay. A few children may never be totally continent so the emphasis will be on management of the condition.

A child will pass through three stages as they develop bladder control:

1. The child becomes aware of having a wet or dirty nappy.
2. He/she knows urination is taking place and may indicate this.
3. The child realises he/she needs to urinate and may say so in advance.

Toilet training will be more successful if the child is at the last stage.

Assess the child over a period of two weeks to determine:

- If there is a pattern to when the child is wet or dirty.
- The indicators the child is giving that he/she needs the toilet (actions, facial expression).
- Hourly visits to the toilet and monitoring of wet, soiled or dirty nappies should help determine toileting behaviour and show an emerging pattern.

Some strategies to support the process:

- Familiarise the child with the toilets, use other children as good role models (being sensitive to their privacy), flush toilets, wash hands etc;
- Encourage the child to use the toilet when he/she is indicating in some way that there is a need, but do not force the issue;
- Take the child to the toilet at a time that the monitoring has indicated the child usually opens his/her bowels;
- Ensure the child is able to reach and is comfortable on the toilet;
- Stay with the child, talk to him/her, or take a book/toy to make the experience more relaxed;
- It may take time to develop the idea of what is expected; don't become anxious; praise the child when the toilet is used;
- There may be some setbacks (possibly an emotional reason), patiently continue;
- Accidents will occur – deal with them discreetly and without fuss;
- It may take time – be patient and success will be very satisfying.

It is important to develop a home/school approach in order for the process to succeed.

#### **Good practice in supporting children with Special Educational Needs or Disabilities:**

- Young children with SEND identified prior to their entry into Nursery or Reception are likely to have an Education Health and Care Plan (EHCP)
- The EHCP will outline the child's needs and objectives and the educational provision to meet these needs and objectives. Funding may be provided to meet the child's needs.
- When a child's independence and self help skills are delayed these will be identified in the statement and programmes will be recommended to develop these skills.

## Partnership Working

In some circumstances it may be appropriate for the school to set up a home school agreement that defines the responsibilities that each partner has, and the expectations each has for the other. This might include:

The parent:

- Agreeing to ensure that the child is changed at the latest possible time before being brought to the school.
- Providing the school with spare nappies and a change of clothing.
- Understanding and agreeing the procedures that will be followed when their child is changed at school –including the use of any cleanser or the application of any cream.
- Agreeing to inform the school should the child have any marks/rash.
- Agreeing to a 'minimum change' policy i.e. the school would not undertake to change the child more frequently than if s/he was at home.
- Agreeing to review arrangements should this be necessary.

The school:

- Agreeing to change the child during a single session should the child soil themselves or become uncomfortably wet.
- Agreeing how often the child would be changed should the child be staying for the full day
- Agreeing to monitor the number of times the child is changed in order to identify progress made.
- Agreeing to report should the child be distressed, or if marks/rashes are seen.
- Agreeing to review arrangements should this be necessary.

This kind of agreement should help to avoid misunderstandings that might otherwise arise, and help parents feel confident that the school is taking a holistic view of the child's needs.

### Further Information and guidance:

**Enureris Resource & Information Centre (ERIC)**, 34 Old School House, Britannia Road, Kinswood, Bristol BS15 8BD. Telephone: 0117 960 3060.

Website <http://www.eric.org.uk>

**Excellence in Continence Care**, 2015. NHS England

<https://www.england.nhs.uk/commissioning/wp-content/uploads/sites/12/2015/11/EICC-guidance-final-document.pdf>

**Hounslow gives acknowledgement to Leicester City for their guidance for all Foundation Stage providers used in compiling this advice.**