



Policy and procedures to support independent toileting

Approved by Governors February 2016

To reviewed by February 2018

Information Page

These policies are referred to in the document

Safeguarding Policy

Risk Assessment Folder

My Unique Child

Special Educational Needs and Disability Policy

Other policies related to this policy

Health and Safety Policy

Early Years curriculum

Early Years Policy

Supporting children in being able to independently use the toilet is one of hundreds of developmental milestones usually reached within the context of learning in the home before a child transfers to learning in a nursery/school setting. In some cases this one developmental area has assumed significance beyond all others. Parents are sometimes made to feel guilty that this aspect of learning has not been achieved, whereas other delayed learning is not so stigmatising.

Definition of Disability in DDA

The DDA provides protection for anyone who has a physical, sensory or mental impairment that has an adverse effect on his/her ability to carry out normal day-to-day activities (see Special Educational Needs and Disability Policy). The effect must be substantial and long-term. It is clear therefore that anyone with a named condition that affects aspects of personal development must not be discriminated against. It is unacceptable to refuse admission to children who are delayed in achieving continence. Delayed continence is not necessarily linked with learning difficulties. However, children with global developmental delay which may not have been identified by the time they enter nursery or school are likely to be late coming out of nappies.

We have an obligation to meet the needs of children 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 are not excluded from school because of incontinence.

Policy statement

No child is excluded from participating in our school who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training. We make necessary adjustments to our provision and hygiene practice in order to accommodate children who are not yet toilet trained. We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

How this practice relates to 3 of the Early Years Foundation Stage (EYFS) key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments
1.2 Inclusive practice 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child

Child Protection

All staff have read the school's Safeguarding Policy and have had the appropriate Child protection training. The normal process of changing a nappy 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. DBS checks for all staff are carried out to ensure the safety of children. A student on placement should not carry out this task unsupervised. As a school we remain highly vigilant for any signs or symptom of improper practice, as we do for all activities carried out on site. If practitioners have any concerns or feel uncomfortable they can request support from another member of the team. A Designated Safeguarding Lead (DSL) is on site at all times.

Facilities

Toilet facilities and a "Wellbeing Room" are situated in the Foundations Stage unit. The "Wellbeing Room" offers an area where parents and staff can change a child's nappy or pull ups. Services are there for the safe disposal of nappies and pull-ups. Spare clothing is stored in the room and there is a washing machine and cleaning facilities in the room. These facilities are checked as part of the Risk assessment procedures.

Agreeing a personal plan

We ask that parents provide school with pull-ups rather than nappies as a child starts the nursery if they are not yet ready to use the toilet. Information is shared through discussions with parents and carers during the home visit that takes place before a child starts nursery as part of "My Unique Child".

A clear written plan of the procedures the school will follow to support a child are agreed with parents and specify (Appendix 1):

- Who will change the pull ups
- Where pull ups changing will take place
- What resources will be used (Cleansing agents used or cream to be applied?)
- How the pull ups will be disposed of
- What infection control measures are in place?
- What the staff member will do if the child is unduly distressed by the experience or if the staff member notices marks or injuries

Procedures

- Key persons have a list of personalised changing times for the children in their care who are in 'pull-ups'. (Appendix 2)
- All staff are clear about child protection procedures and have had the appropriate training.
- Children from two years should wear 'pull ups' or other types of trainer pants as soon as they are comfortable with this and this needs to be agreed with their parents.
- Key persons undertake changing children in their key groups where possible.
- Each child who has a plan has their own bag to hand with their 'pull ups' and changing wipes. This is stored in the "Wellbeing Room"

- Staff need to wear gloves and aprons when changing children's pull-ups.
- All staff are familiar with the hygiene procedures and are trained as part the school's induction procedures.
- Key persons ensure that the procedure for changing children's pull-ups is relaxed and a time is given to involve the children promote independence skills.
- Children are encouraged experience and take an interest in using the toilet.
- Children are encouraged to wash their hands and have soap and towels to hand.
- Key persons are gentle and positive when changing the child (no negative comments).
- 'Pull ups' are disposed of hygienically. A nappy bin is provided in the "Wellbeing Room".
- Cloth trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.
- Some spare clothing is kept in school for emergencies only. Parents are asked to provide a bag with a change of clothes in case of an accident.
- Staff are vigilant in checking children's needs are met to ensure that no child is left in wet or soiled 'pull ups' in school. As a school we have 'duty of care' towards children's personal needs.

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 school
- Providing the school with a change of clothing as well as spare pull ups
- 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 were 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 if the child is 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 school is taking a holistic view of the child's needs.

Personal Hygiene Plan for

Date

At home

Is your child currently wearing :	Nappies	Pull-ups	Pants
Have you started toilet training?	Yes	No	
How does your child communicate their need?			
What do they prefer to use?	Toilet	Potty	
Have you had support from the Health Visitor?	Yes/No		

Home Routine

In school routine

I agree to change/toilet my child at the latest possible time before being left in the care of the school.

I agree that during a 3 hour nursery session my child will be changed if they soil themselves or become uncomfortably wet. I understand they will be checked once mid-session to monitor this.

I understand that if my child requests or indicates that they need the toilet they will be supported by an available key person at that time.

I agree to provide the school with a change of clothing as well as spare pull ups, wipes and cream.

I will inform the school of any marks or rash.

I understand that school will inform me if my child is distressed or they notice any marks or rash

When children make the transition to pants, regular toilet breaks will be offered throughout the session.

Changing arrangements information

When possible my child's key person will change my child.

Children are changed in the well-being room, however circumstances may sometimes require changing in the toilet cubicle.

Infection control information

Pull-ups will be put in a nappy bag and disposed of in a designated nappy bin

Any dirty/wet clothes will be rinsed, bagged and returned to parents

Appropriate measures will be taken for infection control

Clean roll will be placed on changing area

Mats/potty cleaned with anti-bacterial spray

Adults to wear apron and gloves

Handwashing will be undertaken by all parties

I agree to review these arrangements should this be necessary

Parent/Carer :

Key Person :

Foundation Stage Leader :

