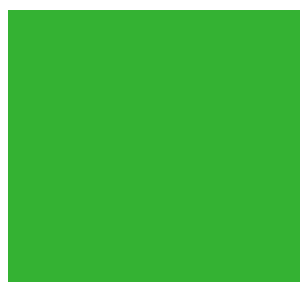




Toileting and Continenence Policy

Date: May 2015





Aims of policy

- 1.1. Achieving continence is a developmental milestone usually reached within the context of learning in the home before a child transfers to a nursery/academy setting. However, for some children entering academy, the skill of independent toileting has not been fully acquired and needs to be taught. It is an expectation that parents/carers will have established or be well on the way of establishing toilet training in their child in accordance with the EYFS physical development (Health & Self-care) but there is an expectation on staff working in an setting which falls within the EYFS to provide support to a child who has not yet fully acquired independent toileting skills and work with parents to ensure these skills are acquired as soon as possible.
- 1.2. The Early Years Foundation Stage curriculum includes Personal and Social and Emotional Development as a curriculum strand children. Toileting and intimate care are learning goals that form part of the EYFS.
- 1.3. To ensure that all Oasis Community Learning Academies provide an inclusive education to all children and that no child is discriminated against in relation to their admission to academy or access to education and other services whilst a pupil within the academy.
- 1.4. To support children with their toileting needs and to develop concern for their own personal hygiene, the hygiene of others, independence and wellbeing.
- 1.5. This policy needs to be considered alongside the Oasis Community Learning policies on health & safety, safeguarding and child protection, equal opportunities and Special Educational Needs and Disability.

2. Partnership working

- 2.1. In the EYFS issues around toileting can be discussed with the EYFS leader during the admissions process. Prior to starting parents of children starting in the EYFS are invited into academy for a pre-admissions meeting. 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. Children entering academy in KS1 or KS2 with toileting problems should be referred to the Principal. It may be necessary to put in place an [continence management][intervention] plan to support this aspect of the child's development. Such a plan will be discussed and implemented with the parents and other health professionals should cover:
 - The problem area(s) and agreed actions
 - Any issues arising from medication which may impact on toileting
 - The facilities available in the school
 - Any issues/special arrangements required for school trips
 - Plan of work to be undertaken by school in relation to increasing confidence and improved independence in relation to toileting and intimate care.
 - The duration of the plan and procedures for reviewing progress.

- 2.2. Advice on methods of support and intervention should be sought from and be provided by relevant health professionals and training provided to key members of staff who will be involved in supporting the child. Any support should
- 2.3. Incidents should be recorded and reported to parents at agreed intervals. Support to the child must be discrete and provided with empathy. There must be a clear emphasis on support towards independence and no requirements to cut across the individual need to go to the toilet when required.
- 2.4. The Academy will require the co-operation and support of the parents in supporting the child in respect of this issue. Parents need to be fully aware of this policy and the academy staff's actions which are required under the policy. Parents also have a key role to play and will:
 - Agree to toilet the child at the latest possible time before coming to academy (for those with special needs changing nappy)
 - Provide plenty of appropriate and spare clothes (nappies for those with special needs)
 - Understand and agree the academy procedures followed during changing
 - Agree to inform the academy should the child have any marks/rashes or other issues which may impact on toileting/intimate care
 - For those children with special needs:- Agree how often the child should be routinely changed if the child is in academy for the full day
 - Agree to review the arrangements as set out in the Continence Management Plan in discussion with the academy, should this be necessary.

3. Health and Safety

- 3.1. The academy has procedures in place for dealing with spillages of bodily fluids, e.g: when a child accidentally wets or soils themselves, or is sick whilst on the premises. The same precautions will apply for incontinence:
 - Staff to wear aprons and disposable gloves whilst changing a child
 - Soiled nappies/pants to be double wrapped and disposed of or returned to home accordingly
 - Changing area/toilet to be cleaned after use
 - Hot water and soap available to wash hands as soon as changing is done
 - Paper towels available to dry hands

4. Facilities

- 4.1. A toilet area is available for changes within the E.Y.F.S unit.
- 4.2. Staff are happy to support parents in toilet training their child [and such activity forms part of their contract of employment with Oasis Community Learning].
- 4.3. The child will not be made to feel uncomfortable or in any way that they are a nuisance.



4.4. KS2 children are encouraged to independently change themselves in a fully equipped disabled toileting room.

4.5. Further detailed requirements are set out at Appendix 1

5. Child Protection

5.1. The normal process of assisting with personal care e.g.: 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 process to ensure that abuse does not take place. All staff appointed at Oasis Community Learning academies have rigorous DBS checks which are carried out to ensure the safety of children and staff. If a parent/carer does come up to the academy to change their child for whatever reason, this must be done in a secure place where no other pupils are witnessed toileting. If felt necessary the changing will also be supervised by a member of staff. Parental concerns should be raised in accordance with the Child Protection/Safeguarding policy.

6. Responsibilities

6.1. The Oasis Community Learning Board will determine and keep under review the general policy for the Oasis Academies.

6.2. The Academy Council will determine the Academy's procedures in line with the Oasis Community Learning policy;

6.3. The Principal will:

- Be responsible for the implementation of the policy and ensuring that the outcomes are monitored;
- Bring the policy to the attention of staff and parents where appropriate;
- Determine any appropriate training programmes in consultation with the Child Protection Manager and health professionals; and
- Report annually to the Academy Council on the working of the policy, where applicable in conjunction with reporting on wider safeguarding

6.4. Individual staff will work in accordance with the policy and work with parents for a successful implementation of the policy in respect of individual children.

7. Equal Opportunities

7.1. The Oasis Community Learning Board and Directors and staff, and the Academy Council and Academy staff must take into account the Oasis Community Learning equal opportunities policies when discharging their duties under this policy.

8. Monitoring and Review



- 8.1. This policy was created by the Oasis Community Learning in line with their Governance duty to Safeguard and Promote the Welfare of Pupils as set out at Chapter 2 of the DfE guidance 'Safeguarding Pupils and Safer Recruitment in Education'.
- 8.2. This policy is available on the Oasis Zone and individual Academy Virtual Learning Environment. Upon request, parents will be issued with a hard copy of this policy.
- 8.3. Oasis will actively evaluate the effectiveness of this policy by monitoring staff group's understanding and application of the procedures within this policy as their overall duty to safeguard pupils. Oasis Community Learning will review this policy at least every two years.

9. Guidance

- 9.1. Unless a parent has requested to be involved in toileting and intimate care of their child, staff should not require a parent to come into the setting to undertake this role. Such action is likely to be contrary to the Oasis Community Learning policies set out at paragraph 1.6 and could leave the academy open to challenge under the Equality Act 2010. However if it is felt that the soiling is the result of sickness (and not a longer term condition that may be catered for under a Continence Management Plan), such as diarrhoea in order to limit the spread of infection and protect others in the academy community, parents will be called and asked to come and collect their child from academy.
- 9.2. Records must be kept of incidents of incontinence.
- 9.3. When an adult is obviously aware leaving a child who has soiled themselves could also be considered to be a form of abuse.



Appendix 1

Procedure for Personal care in academy:

1. The changing area must provide a child privacy/dignity
2. A Designated member of staff identified to change child including another named person in case of illness/absence.
3. All named practitioners changing the child to agree on a consistent approach as set out in the Continence Management Plan or agreed with parents (in writing).
4. Staff to be provided with disposable glove, a disposable apron, disposable cloths to wash the child and nappy bags.
5. All children will be encouraged to participate in the changing process as/if appropriate e.g.: wiping themselves, pulling up pants etc. In KS2, children will be encouraged to change/clean themselves independently. Records should be kept of progress made for submission as part of a review of any Continence Management Plan.
6. A Child will be washed and changed only when necessary.
7. Any soiled clothing to be wrapped and bagged and put with the child's possessions for taking home.
8. The Changing area will be thoroughly cleaned. Where changing areas are not cleaned, a report must be made to the Principal.