



# Continence and Changing Soiled or Wet Children Policy

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| <b>Governor Review Date</b>  | Autumn 2016 |
| <b>Review Frequency</b>      | Annual      |
| <b>Date for Next Review</b>  | Autumn 2017 |
| <b>Head Teacher Approval</b> |             |
| <b>Governor Approval</b>     |             |

## **Aims:**

Education providers 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. No child is excluded from participating in our setting 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, unless there are medical or other developmental reasons why this may not be appropriate at the time. We make necessary adjustments to our bathroom 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.

This policy sets out Caedmon Primary School's procedures for handling these situations with dignity and kindness to ensure the needs of individual children are met and health and safety standards are maintained.

## **Promoting Personal Development in the Early Years Foundation Stage [EYFS] and beyond**

The Equality Act 2010 requires all education providers to re-examine all policies, consider the implications of the Act for practice and revise their current arrangements if applicable. In the light of historical practices that no longer comply with new legislation, changes will particularly be required wherever blanket rules about continence have been a feature of a setting/school's admissions policy. Schools and settings will also need to ensure they provide an accessible toileting facility if this has not previously been available. The Department of Health has issued clear guidance about the facilities that should be available in each school. (Good Practice in Continence Services, 2000).

Achieving continence is one of hundreds of developmental milestones usually reached within the context of learning in the home before the 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.

*'Given the right approach intimate care can provide opportunities to teach children about the value of their own bodies, to develop their personal safety skills and to enhance their self esteem. Wherever children can assist in carrying out aspects of intimate care they should be encouraged to do so.'*

## **Definition of Disability in the Equality Act 2010**

The Equality Act 2010 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. The effect must be substantial and have long-term adverse effect.

It is clear therefore that anyone with a named condition that affects aspects of personal development must not be discriminated against. However, 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 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.

Education providers 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 should not be excluded from normal early years or school activities solely because of incontinence.

Any admission policy that sets a blanket standard of continence, or any other aspect of development, for all children is discriminatory and therefore unlawful under the Act. All such issues have to be dealt with on an individual basis, and settings/schools are expected to make reasonable adjustments to meet the needs of each child.

## **Health and Safety**

In order to maintain high levels of health and safety, all staff changing nappies at Caedmon Primary School will:

- Wear disposable gloves and aprons whilst dealing with the incident.
- Double wrap soiled nappies and place them in a hygienic disposal unit.
- Clean the changing area after use.
- Wash hands with hot water and liquid soap as soon as the task is completed.
- Dry hands with paper towels.
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Asking parents of a child to come and change the child, or asking parents to take home soiled nappies, are both likely to be a direct contravention of the Equality Act. Leaving a child in a soiled nappy for any length of time pending the return of the parent is a form of abuse.

## **Safeguarding**

If marks/redness or bruises are seen when changing children then this will be recorded and reported to the child's parents as soon as possible. If there are any child protection concerns these will be dealt with in accordance with school's safeguarding policy.

### **What happens if a child is admitted to school who is incontinent?**

Caedmon Primary School acknowledges that this could be a developmental or medical problem and will work with parents to establish a mutually acceptable care and changing plan (see appendix 1).

When a child enters school and is not toilet trained a plan will be written which both parents and school will agree to.

#### **Parent will agree to:**

- Ensure that the child is changed at the latest possible time before being brought to the setting/school.
- Ensure that they are encouraging toilet training at home.
- Where possible, place children in pull ups so that children can assist in toilet training.
- Provide school with nappies/pull ups, wipes, nappy bags and spare clothing each day.
- Agree to the procedures that will be followed when the child is changed at school.
- Inform school should the child have any marks/rash.
- Agree to a 'minimum change' policy i.e. the school will not undertake to change the child more frequently than if s/he were at home.
- Review arrangements should this be necessary.

#### **School will agree to:**

- Change the child during a single session should the child soil themselves or become uncomfortably wet.
- Decide how often the child would be changed should the child be staying for the full day.
- Report should the child be distressed, or if marks/rashes are seen.
- Review arrangements should this be necessary.
- Respect each child's privacy and deal with the matter kindly.
- Teach children how to change themselves.
- Prompt child during the morning to try to go to the toilet.

#### **Hygiene Procedures to follow for changing a soiled nappy or soiled underwear/ clothing**

- Staff to wear disposable gloves and aprons while dealing with the incident.

- Soiled nappies to be double wrapped, and placed in a hygienic disposal unit.
- Changing area to be cleaned after use.
- Hot water and liquid soap available to wash hands as soon as the task is completed.
- Paper towels available for drying hands.

### **Staff Guidelines for dealing with a soiled child**

For children in the Foundation stage, the teaching assistant and teacher will be responsible for:

- Changing the soiled child.

Older children will be supported in cleaning and changing as determined by their level of independence to do so.

Note: these guidelines are for children who are too young to clean themselves effectively or who have some developmental difficulties. These guidelines are not for occasions where the incident is a 'one off accident' and the child is sufficiently independent to clean themselves. However, the same levels of dignity, privacy and kindness should be extended. In these incidents soiled underwear should be double wrapped and placed in the child's school bag for washing at home and parents informed.

### **For children requiring support:**

- The teaching assistant or teacher will inform the teacher discretely that they are going to change a child.
- The teaching assistant or teacher will explain to the child what they are going to do to help clean them up.
- The adult will take the child to the toilet area in the foundation stage or if the child is in an older year to the relevant toilet area, ensuring dignity and privacy are respected.
- The child will normally be asked to stay standing.
- The adult should wear disposable rubber gloves and an apron.
- Only essential garments should be lowered or removed.
- Remove soiled pad/ nappy/ underwear.
- When washing or wiping, always do this front to back to prevent infection.
- Ensure skin is dry using paper towels (child should be encouraged to help if able to do so).
- Replace pad/ nappy/ underwear (child should be encouraged to help if able to do so).
- Encourage child to wash and dry hands.
- Tidy and clean changing area disposing of soiled items as per above hygiene guidelines.
- Wash own hands.

Throughout this whole procedure the adult will use this process as a teaching point, encouraging the child to help with the changing as much as they can in order to make them independent. This will include:

- Helping to take down own clothes and underwear
- Helping to wipe themselves
- Helping to pull up their own underwear and clothing
- Helping to flush the toilet (if appropriate)
- Given time to explore the toilet and talk about it.
- Given time to wash their hands and dry with paper towels

### **What to do if a child become distressed during the changing process?**

Talk the child through each step and reassure them that they will feel much better when they are clean.

If the distress is such that it is difficult to continue then stop the changing process.

If this results in a hygiene issue then parents should be contacted to explain the situation and an agreed course of action established.

In any event a record must be made of distress, whether or not the changing was completed and parents informed as soon as possible.

If there is a child protection concern this will be dealt with in accordance with school policy.

### **Monitoring and review**

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors on request about the effectiveness of the policy.

**Caedmon Primary School**  
**Acceptable Care and Changing Plan**



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| Name of Child:<br>Date of Birth:  |
| Completed by: _____ (staff member)  |
| Start of plan: _____ Review of plan: _____  |
| Who will change the child:  |
| Where will the child be changed:  |
| How will the child be changed (standing/laid flat):   |
| Who will provide the resources:<br>Gloves-<br>Apron-<br>Mat-<br>Nappies/pull ups-<br>Clothing-<br>Wipes-<br>Bags- |
| How will the wet/ soiled clothing be dealt with:  |
| Do parents agree to a minimum change:   |
| How will parents be informed of soiling/wetness:  |
| Do parents know to inform of any red marks/bruises/or rashes:   |
| What will staff member do if they notice red marks/bruises/ or rashes which they have not been informed of:       |

Any other information (medical):

This plan has been discussed with me and I agree to change my child at the last possible moment before he/ she comes to school, provide the resources indicated above and encourage my child's participation in toileting procedures at home as appropriate and where possible.

Signed: \_\_\_\_\_

Parent/ Carer's Full Name: \_\_\_\_\_





**Caedmon Primary School**  
**Intimate Care Consent**

Child's name:

Date of birth:

Gender:

Parent/ Carer's name:

Address:

I understand that:

I give permission to the school to provide appropriate intimate care support to my child e.g. changing soiled clothing, washing and toileting.

I will advise the head teacher of any medical complaint my child may have which affects issues of intimate care.

Signed: \_\_\_\_\_

Relationship to Child: \_\_\_\_\_

Date: \_\_\_\_\_