

# Toileting and Nappy Changing Policy

## 2019



**School: Roman Road Primary School**

**Head Teacher: Mrs. C. Jones**

**Policy review dates:**

<b>Review Date</b>	<b>Changes made</b>	<b>By whom</b>	<b>Date shared</b>
Sept 2022 (or sooner if required.)	Sept 2019	C.Jones/D Nevins	23.9.2019

## PURPOSE & AIMS

Starting nursery or school has always been an important and potentially challenging transition as children become used to their new environment and the adults and other children. It is also a time of growth and very rapid developmental change for all children. As with all developmental milestones in the Early Years Foundation Stage (EYFS), there is wide variation in the time at which children master the skills involved in being fully toilet trained. For a variety of reasons young children in the EYFS may:

- not be fully toilet trained across all settings
- have been fully toilet trained but regress for a little while in response to the stress and excitement of beginning EYFS or another year group in school
- be fully toilet trained at home but prone to accidents in new settings
- be on the point of being toilet trained but require reminders and encouragement; reminders to use the toilet should be discrete and staff may consider the use of pictures/code words
- not be toilet trained at all but likely to respond quickly to a well-structured toilet training programme
- be fully toilet trained but have a serious disability or learning difficulty
- have delayed onset of full toilet training in line with other development delays but will probably master these skills during the Foundation Stage
- have Special Educational Needs and Disabilities (SEND) and might require help (during the Foundation Stage and beyond) with all or some aspects of personal care such as washing, dressing or toileting

The DDA (Disability Discrimination Act) requires schools to make reasonable adjustments to meet the needs of each child, which includes continence issues. Children may have accidents from time to time, and some children may remain incontinent for a prolonged period of time due to a specific medical condition. Children who have an occasional accident will be encouraged to change themselves e.g. if only wet underwear needs to be changed etc., when a child needs support or cleaning the following procedures will be followed.

The overall aim is to ensure that every child feels comfortable, safe and cared for during a change of nappy/pull ups and/or clothing. All staff will follow our procedure which will respect the child and their feelings and fears.

As a school we will endeavour to support parents with toileting by encouraging children to use the toilets regularly and with increasing independence. We discourage the use of pull-ups for those who have already achieved bowel control although these may still be necessary depending on the needs of the child.

Children who are wet will be changed calmly, quickly and discreetly by a member of staff. Children will be encouraged to take responsibility for their own dressing and undressing as far as they are able.

## GENERAL PRINCIPLES FOR PERSONAL CARE

- A designated changing area will be provided which is private, cosy, calm and clean, with a regular supply of wipes, plastic gloves, nappy bags, tissues and spare clothes

- The hygiene room should be changed for nappy changing and the door in this room that faces the corridor should be locked to maintain the dignity of the child
- Needs vary between children – personal care should always be provided sensitively and respectfully
- Personal care is a ‘regulated activity’ – all staff designated to carry out this work should have all appropriate pre-employment checks and vetting (including DBS checks) completed and in place
- All staff involved in personal care should receive appropriate guidance and training
- This area of work should never be undertaken by volunteers or students
- Where possible the child should consent to the care being carried out by the adult
- The child’s preferences should be considered and their privacy, dignity and appropriate confidentiality seen as paramount
- Gender, religious & cultural issues should be considered
- Care should be provided at the point of need, and undue delay should be avoided
- Where possible, the child should be provided with supervision & guidance, and intervention should take place only where necessary or if the child asks for help

In the event of toileting accidents, school will undertake to:

- change a wet or soiled child as promptly as possible
- report any distress
- report any marks or rashes

Should a child soil themselves at school, parents will be informed at the end of the school day or in exceptional circumstances immediately by telephone so that consent may be given for cleaning and changing.

Where parents/carers feel that a child still requires nappies on entering school, they will be given a Personal Care Plan detailing how changing is to be managed and how both school and parents can work towards increased toileting independence. Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the Care Plan. Children will be supported to achieve the highest level of independence possible, according to their individual condition and abilities.

As part of the Personal Care Plan parents/carers should:

- agree to change the child at the latest possible time before coming to school
- provide spare nappies, wet wipes, nappy bags and a change of clothes
- understand and agree the procedures to be followed during changing at school and complete and sign a personal care parental consent form (**appx 1**)
- agree to inform school should the child have any marks/rash
- agree to review the arrangements, in discussion with the school, should this be necessary
- agree to encourage the child’s participation in toileting procedures wherever possible
- agree to dress the child in appropriate clothing (according to Foundation Stage/school uniform)

Children still in nappies who may require changing will need to bring in with them a bag containing 2 nappies, a pack of wipes and a nappy sack/plastic bag each session, which be kept on the child’s coat peg for the duration of the session and

should be taken home at the end of each session. Creams and special wipes for children identified with allergies are to be kept in a box labelled with the child's name.

## CHANGING PROCEDURE

If a child has wet themselves or needs clothes changing for any other reason (e.g. after water play) they should be provided with a change of clothes and encouraged to undress and dress themselves as independently as possible. A member of staff will supervise discreetly and ensure that the child is allowed privacy from others.

When a child has soiled themselves:

- The adult who is going to change the child must inform the teacher and/or another member of staff that they are going to do this.
- The member of staff changing a child will always tell other staff before they go into the changing area.
- If a child needs changing at lunchtime the TA on duty will make appropriate arrangements for the child to be changed at the earliest opportunity
- The child will be taken to the toilets or changing area (hygiene room for those still in nappies). In some cases, the child may need to be changed within Nursery (as detailed on their Personal Care Plan) Page 4
- Staff must wear a disposable apron and gloves
- Soiled nappies are to be put in the nappy bin provided
- Apron and gloves must be disposed of in the yellow hazard waste bag in the nappy bin
- Wet clothes, if any, are to be rinsed where possible and placed in a plastic bag and given to the child's teacher to give to the parent (soiled/wet clothes must be stored in a designated place, other than the cloak room)
- The changing area needs to be cleared and cleaned after use with the antibacterial wipes/spray
- The staff member must remember to wash their hands with soap and hot water and to dry them
- The time of change and those present must be recorded using the personal care log (appx 2)

**Remember: changing time can be a positive learning time and an opportunity to promote independence and self-worth.**

- Speak to the child personally by name so that s/he is aware of being the focus of the activity
- Give explanations of what is happening in a straightforward and reassuring way
- Enable the child to be prepared for and to anticipate events while demonstrating respect for his/her body e.g. by giving them a strong sensory clue such as using wipes to signal an intention to wash or change

**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 any concern regarding child protection issues, these should be dealt with in accordance with school policy

### **What to do if any marks or redness are seen**

- This should be recorded and reported to the child's parents as soon as possible. If there are any child protection concerns, these should be dealt with in accordance with school safeguarding policy

**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 designated area and given to the teacher to hand to the parent at home time.

### **Child Protection**

All staff are DBS checked to ensure children's safety, therefore under normal circumstances a second member of staff does not need to be present to change a child.

- All staff involved with intimate care will receive specific induction from the school on these procedures and protocols
- Parents must understand that changing a child's nappy will involve intimate handling
- No volunteers or students will change a child
- All staff are encouraged to be vigilant for any signs or symptoms of improper practice

Safeguarding Procedures and Multi-Agency Protection procedures will be adhered to. Where parents do not co-operate with intimate care agreements, concerns should be raised with the parents in the first instance. A meeting may be called that could possibly include the health visitor and Head Teacher of the School to identify the areas of concern and how all present can address them. If these concerns continue there should be discussions with the school's safeguarding officer about the appropriate action to take to safeguard the welfare of the child.

### **Resources (to be kept in changing area):**

- Changing mat
- Disposable aprons
- Disposable gloves
- Disinfectant spray/wipes
- Yellow hazard waste bin
- Spare wipes

### **Related School Policies**

- Accessibility Policy
- Safeguarding Policy
- Health and Safety Policy
- Inclusion Policy
- SEND Policy

- Equality Policy
- Early Years Policy

## Appendix 1 - Personal Care Parental Consent

(delete as appropriate)

I / we give my / our permission for the named member(s) of staff to attend to the personal care needs of my / our child

Name of child .....

Personal Care Requirements

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.....  
.....  
.....  
.....  
.....  
.....

Member(s) of staff who may undertake the personal care:

Name .....

Name .....

Name .....

Name .....

Name .....

Signature of parent(s) / carer(s)

.....

Signature of teacher

.....

Print Name

.....

Print Name

.....

Date .....

Date .....

## Appendix 2 – Personal Care Log

Name of child .....

<b>Date</b>	<b>Time</b>	<b>Personal care carried out</b>	<b>Additional Notes</b>	<b>Carried out by:</b>	<b>Signature</b>



