



TOILETING POLICY **November 2021**

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'Every child matters' and therefore all children at Victoria will be given their educational entitlement irrespective of their difficulties with toileting.

A Unique Child

- Identify any need for additional support
- Keep children safe

Positive Relationships

- Sensitive and responsive to the child's needs
- Build on key person relationships

Enabling Environments

- Value all people
- Environments in which their experiences respond to their individual needs

EYFS (DfE, 2012)

Inclusion Statement

The Staff and Governors of Victoria Community School believe that:

- Inclusion is an ongoing process by which the caring and learning environment is constantly monitored and adapted to meet the needs of all our pupils.
- All of our pupils are entitled to support in fulfilling their own potential in terms of academic, physical, cultural, social, emotional and moral development.
- We recognise that **ALL** our pupils are individuals with their own characteristics, strengths, weaknesses and learning needs.
- Our policies and practices will therefore, take account of the diverse needs and talents of our pupils.
- Pupils with additional emotional, social or learning needs should have access to high quality education and support appropriate to their needs.

Introduction

This guidance provides information about meeting children's toileting needs for staff in early years setting and primary schools in Staffordshire. It is relevant for adults who are working with:

- Young children who are acquiring toileting skills age appropriately
- Children who may have a developmental delay and who will achieve independence in toileting later than their peer group
- Children who have a disability or who require special arrangements for toileting due to medical, emotional or social needs

Regardless of age, children who fall within the terms of the DDA 2001/SENDA must have suitable provision available within the setting to support them and 'reasonable adjustments' should be made.

Children must not be left wet or dirty for any length of time as this could be regarded as a form of abuse.

Working in Partnership with Parents and Carers

To avoid misunderstandings and help parents feel confident that you are taking a holistic view of their child's needs, you should be clear about the settings and the parents' or carers' responsibilities and expectations.

The parent or carer will:

- Agree to ensure that the child is changed at the latest possible time before being brought to the setting.
- Provide the setting with spare nappies/pull-ups/ wet wipes and a change of clothing.
- Understand and agree the procedures that will be followed when their child is changed at the setting- including the use of any cleanser or the application of any cream. (provided by parents/ carers)
- Agree to inform the setting should the child have any marks/ rash.
- Agree a minimum change policy. For instance, the setting would not undertake to change the child more frequently than if he/ she were at home.
- Agree to attend school to change their child should they soil themselves and staff are unable to be released to change the child.
- Agree to review arrangements should this be necessary.
- Agree that girls should wear briefs over trainer pants when wearing skirts or dresses to avoid possible comments from peers.

The setting will:

- Agree to change the child should the child soil themselves or become uncomfortably wet. If staffing does not allow for this to happen, then a parent will be contacted and asked to change a soiled child.
- Agree how often the child would be changed should the child be staying for the full day.
- Agree to report should the child be distressed, or if marks or rashes are seen.
- Agree to monitor the number of times the child is changed in order to identify progress.
- Agree to review arrangements should this be necessary.
- Work with parents and carers on toilet training regime and refer for support from outside agencies should limited progress take place.

Roles and Responsibilities

It will be made clear to parents and children what they can expect from the school and what is expected of them as regards to roles and responsibilities. See Personal Care Plan (Appendix 3).

It is likely that most personal care tasks will be undertaken by teaching assistants and nursery nurses within schools and settings. Since the DDA became applicable to schools and settings in 2002, all new and reviewed contracts for teaching assistants working with young children should include personal care in their remit. This would include support in promoting independent toileting and other self-care skills.

Teachers may take responsibility for assisting children with toileting and although this is not part of their terms and conditions of employment, it may be necessary to occasionally provide this care. (Standards for teachers – understanding the role of colleagues and providing personalised and effective provision) This will occur in circumstances where the support worker may be involved in teaching large groups or even the whole class.

The Role of the Headteacher/managers

Managers and Headteachers should ensure implementation of the following requirements:

(a) Resources and Facilities

The minimum facilities would comprise:

- Sink with lever taps and hot and cold running water
- Dedicated bin
- Paper roll or wet wipes for cleansing the body, cleaning the surface of the changing area and mopping up spillages. Settings should liaise with parents about the use of wipes and agree who will provide these, bearing in mind the possibility of allergies. Wipes provided for individuals should be labelled with the child's name.
- Antibacterial spray/Milton/liquid soap and water are all suitable for cleaning surfaces and the changing area.

- Non-latex gloves and disposable aprons – fresh ones should be used each time for each child.
- Appropriate changing areas at Victoria Community School have been identified as the First Aid Room (Little Office) and Nursery Changing Area.
- Appropriate nappy bins will be available in the nursery and the Ladies toilet within the main school.

(b) Health and Safety Issues

If children are able to stand independently, it is acceptable to change children when they are standing up. At all times, lifting and handling children should be avoided in order to avoid injury to child and responsible adult.

Head teachers and Managers have a duty to safeguard the health and safety of both children and staff. It is imperative that the following health and safety concerns are addressed before the child begins attending.

- Personal hygiene (5 step hand washing technique)
- Disposal (soiled items should be disposed of as necessary, where children are not able to access them- staff toilet bin in nursery and nappy bin in the ladies toilet at the main school site and Orchard Site)
- Protective clothing (disposable gloves and aprons)
- Cleaning of changing area/equipment (responsibility of person completing the change)

Staff should receive appropriate training prior to being asked to carry out any personal care needs. Any further relevant training should be made available in order to meet particular needs of individual children e.g. medical concerns, physical needs, manual handling, child protection and personal hygiene.

Risk assessment should be completed to anticipate or address concerns raised by children, parents or staff. See Appendix 1. Personal care plans should contain an individual risk assessment where deemed necessary.

(c) Child Protection

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 to ensure that abuse does not take place.

Section 18 in the government guidance, Safe Practice in Education, states that “Staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.” Ofsted and CRB checks are carried out on all staff employed by VCS, to ensure the safe guarding of all children.

At all times the privacy and dignity of the child should be respected, especially if more than one member of staff is present.

Job Descriptions

All KS1 and Early Years job descriptions should include providing personal care to promote independent toileting and other self care tasks.

Individual Needs

Personal care plans are prepared for children entering school where needs differ from the majority. Preparation should include discussion with parents, confirmation of arrangements and plans for monitoring and review. The personal care plan should make reference to:

- Signed consent from parents/carers to allow support
- Clear arrangements for staffing and access to facilities
- Specialist advice, training or resources required
- Record keeping such as toilet diary or reward system
- Liaison and review with parents and outside agencies

See protocol Appendix 3.

Remember that some children enjoy the personal attention they receive when being changed, so try not to make this a chatty, personal occasion. Give extra attention when they have made the effort to go to the toilet independently.

When managed in these ways most children will achieve independence during their first terms in Reception/Nursery. When this does not occur, it is appropriate to discuss arising concerns with parents and if appropriate with other professionals.

School risk assessment has been completed and this should be reviewed with parents for each individual child.

Appendix 1

Establishment:

Assessor's Name:

Position:

Date:

Hazard Identified	Persons at risk	Risk assessment rating (H/M/L)	Precautions needed to control the risk	Resulting risk level	Date of implementation

Head teacher/manager

Assessment review date:

Appendix 1a

Use the checklist below to help you decide if your child is ready for toilet training. Not all of the items on the list will be appropriate to every child but the more items on the list that you have ticked; the more likely it is that your child will be successful. Do not be disheartened if you have not been able to tick many of the boxes yet, simply wait a few weeks and consider again.

You may want to share this list with the staff at your child's early years setting or school if you are planning toilet training with them.

Child's Name:

Date of Birth:

My child is able to stay dry for an hour or more

My child imitates the actions of others

My child knows what a potty or toilet is for

My child is able to concentrate on task for five minutes or more

My child knows if s/he has a wet or soiled nappy on

My child is able to indicate his/her needs (using words, signs or gestures)

My child's faeces are solid and well formed

My child is NOT currently experiencing any particularly stressful situations

Going to the toilet independently is an important step for all children. The age at which children become toilet trained varies greatly from child to child.

Before you start:

It is important to avoid rushing into toileting before your child is ready. It can be difficult when friends' children are toilet trained or you have the pressure of a special event, such as starting nursery, but much of the frustration around toileting can be avoided by waiting until your child indicates they are ready.

Some of the signs to look for include:

- Your child telling you they are actually doing a wee or a poo. With praise they will gradually begin to recognise sooner and sooner until eventually they are able to 'hold on' long enough to get to a potty or toilet in time.
- Taking an interest in going to the toilet with you.
- Pulling at or telling you they have a wet or soiled nappy or even telling you they no longer wish to wear nappies.
- Able to stay dry for extended periods.

Modern nappies often mean children do not feel as wet or soiled as they did in years gone by. By looking out for signs, you can make sure you do not wait too long, or start too early.

Planning

Once your child is ready to begin toilet training, decide:

- What language you would like to use. For example wee wee, poo, toilet, potty. If your child uses a signing or symbol system, choose appropriate signs.
- Would you like your child to use a potty or a toilet seat for young children? Where will this be kept?
- Who else needs to know? Make sure you let everyone who looks after your child know that you are beginning toilet training and what you have decided about language and equipment.
- If possible take your child to the toilet with you and talk through step by step what you are doing. Ask them if they would like to try.
- Introduce the toilet or potty in a comfortable, safe way. Make the experience fun by singing, playing games or reading a story. Give lots of praise, even when the child does not 'go'.
- Use a few drops of food colouring in the toilet bowl. The yellow of the urine will change blue to green, and red to orange. Use 'cheerios' as a target for boys to aim.
- Expect accidents. Try not to show you are disappointed, but deal with accidents in a 'matter of fact' way.

Child's Name:

DoB:

Class Group:

Date:

Reason for Plan:

Aim of Plan:

What will be done?

Details of when child will be changed/taken to toilet and specific routines to be followed.
Social story and schedule required?

By whom?

Facilities

Where the child will be changed and resources required

Training

All EY and KS1 staff appropriately trained

Other Issues

Clothing

Off-site activities

Preferred language / signs / symbols

Religious or cultural views to respect:

Monitoring

Toilet Diary/ Home School Book

Other

Review date

Plan agreed by:

	Name	Signature	Date
Parents/carer:	_____	_____	_____
Member of VCS staff	_____	_____	_____
SENCo / Head teacher / Manager	_____	_____	_____