



# Rosebank School

Listening, Responding, Learning

## **POLICY FOR TOILETING INDEPENDENCE AND MANAGING INTIMATE CARE**

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<b>Person responsible:</b>	Behaviour Welfare Team

## **ROSEBANK SCHOOL**

### **POLICY FOR TOILETING INDEPENDENCE AND MANAGING INTIMATE CARE**

#### **Key Principles**

1. Every child must be respected, their dignity and privacy safeguarded.
2. Toileting independence will reduce a child's vulnerability as they get older, and increase their self-esteem.
3. Some children may need a longer time to learn independent toileting routines due to their cognitive or sensory needs.
4. Staff and parents will work together to support the child's progress.

#### **PURPOSE**

This document aims to provide clear principles and guidance on 2 key issues:

1. How school staff support the children, in partnership with parents, to develop toileting independence.
2. How school staff manage the intimate care needs of pupils in school.

This policy should be read in conjunction with other Rosebank School policies:

- Safeguarding Children and Young People Policy
- Health and Safety Policy
- Equality Statement and Objectives

and also the DfE Policy Keeping Children Safe in Education 2019.

#### **AIMS**

- To teach the children to take care of their own needs as far as they possibly can
- To give clear guidance around good practice for staff so they meet each child's needs and maintain privacy and dignity;
- To reassure parents/carers that their child's needs will be met and their independence will be prioritised
- To set out how staff and parents will work together to progress toileting independence

#### **DEFINITION OF INTIMATE CARE**

Intimate care can be defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves, for example care associated with bladder and bowel function, and menstrual management as well as more ordinary tasks such as help with washing, toileting or dressing. It also includes supervision of children involved in intimate self-care.

## **BEST PRACTICE**

### **Before starting at Rosebank**

At the initial home visit a member of staff (usually the Family Support Worker) will find out the current toileting needs of the child, and routines that are in place at home. Parents will receive a copy of this policy, included in the Parent Pack, and will be asked to sign the consent form (Appendix A) to confirm that they have received this policy and agree to staff undertaking intimate care for their child. Parents will also be offered an opportunity to discuss their child's needs and provided with some initial guidance (Early Steps Towards Toilet Training – Appendix B, and the ERIC Bladder & Bowel leaflet 'Toilet Training for Children with Additional Needs – Appendix C). (Guidance from ERIC is used as it is the best practice charity referred to by health professionals.)

### **Staff Practice in School**

All children at Rosebank School are treated respectfully at all times; the child's welfare and dignity is the highest priority.

Staff will use 'limited touch', which means limited physical contact, limited duration, preserving dignity, care appropriate to the child's age, stage of development and cultural background. Staff will never have a phone or electronic device with them during intimate care. Any safeguarding concerns arising from care will be mentioned immediately to the Designated Safeguarding Lead (Head) or Deputies (Family Support Worker or Assistant Heads).

### **Engaging the child**

#### **Positive Behaviour Support**

Rosebank staff will work to ensure toileting is a positive experience for all, and to positively engage the child to participate in self-care appropriate to their age and stage of development, eg pulling down trousers, practising sitting on the toilet seat. Routines in school will follow ERIC guidance to establish healthy long-term habits eg learning to sit.

#### **Communication**

Each class will have clear routines, which promote healthy toileting habits. Visuals will support the children's independence in the toileting areas. Any additional equipment needed (eg a step, grab handle, wipes, pads) will be available for the child to access independently. Children able to change themselves will be taught how to request any support they require, to maintain their dignity among their peers. For children needing a high level of support staff will use objects of reference, symbols, signs, gestures and verbal explanation as appropriate to explain to the child what is going to happen.

If a child is reluctant to engage, appropriate choices will be supported using for eg a transition object, choice of toilets, choice of activity after changing, or possibly a choice of staff. Staff have a duty of care to preserve skin integrity, therefore no child will be left in soiled underwear; if they are reluctant to engage with changing staff wait until the child is ready to participate. Staff will work in close liaison with parents to address any reluctance.

All intimate care practices should be valued as part of that child’s essential curriculum. They are an opportunity to develop independent and age-appropriate skills, increase dignity and raise self-esteem. Choice and decision making skills will form part of the process, eg “Do you want to go to the toilet or not?”; “Should we wash your hands or face first?”; “Do you want help to fasten your trousers?” Emphasis should be on teaching the use of the ‘Help’ symbol, dressing and toileting schedules, and these will be available for use at all times.

**PROGRESSING TO INDEPENDENT SELF-CARE**

● **Contenance**

All children joining Rosebank School who are not yet independent will have a toileting plan, which will be written collaboratively with parents (Toileting Plan – Appendix D). Children joining Rosebank School will be at different stages in developing these independence skills. Parents and staff work together to develop these skills.

Once a child is settled in school and routines are established, staff will contact parents to discuss the next steps relevant to each child. A collaborative, problem-solving approach between parents and school is used to address any particular sensory needs and to support the child to success at each stage towards independence. From the outset children will be supported to learn to safeguard their own privacy and to respect the privacy of others, using the principles set out in the NSPCC Speak Out, Stay Safe guidance, and following the PSHE curriculum.

If a child under the Contenance/Bladder & Bowel specialist team is prescribed increased medication for a period of disimpaction, this treatment is to be carried out at home, and the child is to return afterwards.

● **Menstruation**

When girls at Rosebank School start their menstrual cycle this policy would appertain to the procedures, care, dignity and support for that pupil. Girls are introduced to period pants and pads as part of the PSHE curriculum.

**HEALTH AND SAFETY**

Children will be changed in a toilet area most suited to their need of privacy. Some toilet areas are attached to classrooms, eg Ash, Holly and Oak – these are suitable for changing children. The boys toilets support independence using the facilities available in public places; gender-neutral individual toilets are available for all who prefer them. Shower facilities are also available, if needed.

Resources will be provided as follows:

<u>From Home</u>	<u>School</u>
1. Nappies/pull-ups	1. Disposable gloves and aprons
2. Wipes	3. Where necessary, spare nappies and/or pull-ups
3. Spare clothes (including underwear)	4. Nappy sacks
	5. Clinical bin for disposal of nappies
	6. Spare underwear (for emergency use)

	<ul style="list-style-type: none"> <li>7. Plastic bags for wet/soiled clothing</li> <li>8. Antibacterial cleanser</li> <li>9. Air freshener</li> </ul>
<u>From Home (Menstruation)</u> <ul style="list-style-type: none"> <li><u>1.</u> Sanitary wear</li> <li><u>2.</u> Wipes if appropriate</li> <li><u>3.</u> Spare clothes</li> </ul>	<u>School</u> <ul style="list-style-type: none"> <li>1. Emergency period pants &amp; pads</li> <li>2. Disposable gloves</li> <li>3. Clinical bin for disposal of pads</li> <li>4. Plastic bags for soiled clothing</li> <li>5. Spare under wear for emergency use</li> </ul>

Staff will wear disposable gloves for any intimate care routine.

If a child accidentally wets or soils themselves they will be supported by staff as appropriate

All children will stand up or sit on the toilet for all procedures of intimate care, even very young children. If, exceptionally, changing lying down is necessary initially, this will be agreed in writing with parents, and staff will support the child to accept more appropriate changing routines as quickly as possible.

Wet or soiled nappies, gloves and aprons and any items used for cleaning the changing area will be disposed of in the medical waste bin provided. Each class that has children who need changing has a small bin with a lid in the toilet area where soiled items will be placed until they can be transferred to the medical waste bin at the end of each day.

Wet or soiled underwear/clothing will be bagged and returned to parents. Temporary storage for these clothes will be in a tied bag hung on a child's peg.

The changing area will be cleaned after use.

Hot water and liquid soap will be available to wash hands as soon as the task is complete. Paper towels will be available for drying hands.

## **SAFEGUARDING**

At Rosebank School we have no anticipation that the intimate care of a child either in nappies or otherwise should raise any safeguarding issues as all staff are checked through the Disclosure and Barring Service (DBS). In addition, all staff have received Safeguarding Training approved by the CWAC Safeguarding Children Partnership team. Therefore, it will be normal practice for only one adult to be involved in attending to a child's personal needs. The person attending to a child will always be a member of the school staff. Intimate care will take place in an environment which allows for scrutiny from colleagues eg door to toilet area open, conversation audible, same routine followed by every staff member.

At all times staff will be encouraged to remain highly vigilant during daily routines for any marks or behaviours which could be of concern. If any marks or injuries are noticed on a child during changing these will be reported following the school's procedures outlined in the Safeguarding Children and Young People Policy and inter-agency child protection procedures.

Every child has the right to become as independent as possible, to be able to safeguard their own privacy. Staff have a duty to be proactive and promote each child's journey to independence. Support will be offered to parents in this by school staff.

Professionals in all agencies need to be alert to the possibility of a girl being at risk of Female Genital Mutilation (FGM), or already having suffered FGM. Warning signs may be found in the gov.uk document: Multi-agency statutory guidance on female genital mutilation (2016).

All children will be taught personal safety skills carefully matched to their level of development and understanding, through the PSHCE curriculum.

### **INTIMATE CARE ON EDUCATIONAL VISITS**

A changing bag will be taken on Educational visits for all children who are not fully toilet trained or where there is a risk of a toileting accident. When carrying out risk assessments for educational visits access to toilet facilities will be taken in to account.

Where public toilets are used on Educational Visits staff will take children in to the Disabled toilet where available or the ladies toilets where they need supervision from staff. Disabled toilet facilities will be used where these are available – a Radar key is kept on each minibus. If using the ladies toilet a cubicle with a door which can be shut to protect privacy will be used. The door will not be locked.

For children who are independent in toileting, disabled, ladies or men's toilets will be used as appropriate to the needs of the child. When boys are using the men's toilets staff will check that there is no one in there before allowing the children in (verbal and visual check). They will wait outside the door for the children to finish using the toilet.

On trips to sports activities school staff will supervise children in using toilets and will attend to any intimate care needs.

### **SUPPORT FOR STAFF**

All staff should be aware of the policy and guidelines for providing intimate care for children. There should be regular opportunities for them to raise any issues and share concerns. Staff will be offered training where appropriate.

# WORKING TOWARDS INDEPENDENCE IN INTIMATE CARE ROUTINES



Child's name ..... DOB .....

Adults involved .....

.....

I can already:	Adult support	Verbal prompt	Independent
Pull pants down			
Stand for a nappy change			
Sit on toilet			
Wipe (with parent: hand over hand)			
Pull up trousers			
Flush toilet			
Place nappy in bin			
Wash hands			
Dry hands			

Sometimes I can also:

I don't really like:

Next step – I will try to:

Parent signature ..... Date .....

Please return this form to class before your child starts at Rosebank.

## APPENDIX A:



## PARENTAL CONSENT FOR SUPPORT WITH TOILETING

I am happy for Rosebank staff working with my child to give intimate care as set out in the policy:  
Policy for Toileting Independence and Managing Intimate Care  
(June 2022)

I am willing to work with my child's class teacher to support my child in developing toileting independence skills, as set out.

Child's name ..... DOB .....

Parent's name .....

Parent's signature ..... Date .....



## **Early steps towards toilet training**

ERIC Bladder & Bowel charity state that nearly every child is able to learn to use the toilet. But, like so many other things, it will take longer and needs more persistence for children with additional needs.



Your child is wearing a comfortable portable toilet, and they may not part from it happily!!!

If you are starting to think about toileting training, here are a couple of first steps that you can begin with:

**DRINKING** Your child needs to develop a healthy bowel muscle, through stretching and emptying. Encourage him/her to drink a whole cup or half a sports bottle 6 times a day (or 3 at home, 3 at school), and not sip continuously through the day. This may mean removing the drinking flask between drinks.

**CHANGE YOUR CHILD STANDING UP, IN THE BATHROOM** This will help your child associate this place with wees and poos. If there is a poo in the nappy, show your child how you tip it into the toilet, then get him/her to flush.

**GETTING FAMILIAR WITH A TOILET SEAT** This is for boys as well as girls, as everyone needs to sit for a poo! Lots of our children have sensory issues, and this is a whole new feel. It is important that the toilet feels safe, so think about how your child will get him/herself onto the toilet and feel steady and secure sitting there.

Here are some examples of equipment that is useful.

Could you offer a sticker or small reward for a brief sit on the seat before a clean nappy?



You will need to lead this process, as your child is happy and comfortable in nappies. It may take time, but your child will thank you later that you did it!!

## APPENDIX C

ERIC Bladder & Bowel charity:

Guidance for children with Additional Needs

<https://www.eric.org.uk/Handlers/Download.ashx?IDMF=b5487c1a-8c6a-407e-af8b-b8836eb81ac7>