

## **Soho Parish C of E School Policy: Continence and Intimate Care**

<b>Most recent review</b>	<b>9<sup>th</sup> September 2019</b>	<b>Next review due</b>	<b>September 2026</b>
<b>Governor committee responsible</b>	<b>SAW</b>	<b>Written by</b>	<b>Louise Ritchie</b>

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 the school setting. Children who have not achieved continence on arrival at school, however, they should not be discriminated against because of this. It is not School policy to refuse admission to any child because they have not yet achieved continence.

The School accepts the obligation to meet the needs of children with delayed personal development in the same way as we would meet the individual needs of children with delayed language, or any other kind of delayed development. Children will not be excluded from normal school activities solely because of incontinence.

### **The procedure for personal care in cases of incontinence**

If a child has wet or soiled him or herself, they should be taken to the changing area (see below) as soon as possible. If there is no additional member of staff available, the teacher should call the office for help.

Children should be asked to remove any wet or soiled clothes (under and outer wear). They should be provided with a bag to put the clothes in, which should be sealed and returned to parents when they collect their child, with an explanation of the circumstances. If the child is unable to remove their clothes independently or if they are in any distress, the adult should assist them to do so.

Gloves must be worn by adults dealing with a child who has wet or soiled him or herself.

If the child is able to clean him or herself, they should do so (using wet wipes if necessary) and be provided with a clean pair of appropriately sized underwear (located in the changing area in the disabled toilet) and outer clothes if necessary. After this the child should be able to return to class. The child should be reassured that they have not done anything wrong and treated with sensitivity.

If the child is unable to clean him or herself, the supervising adult should use wet wipes (provided in the changing area) and gloves to clean them. The adult should then provide the child with clean underwear (and outerwear if necessary). They should help the child to dress and accompany them back to class, as above.

We do not apply cream to children who have wet or soiled themselves.

Nappies should be disposed of in the disposal unit in the changing area. Parents are discouraged from dressing their child in nappies, unless this has been arranged with the school in special circumstances.

The mat should be sprayed with disinfectant spray after use. Any other areas of mess which pose an immediate hazard to children should also be disinfected. Large amounts of mess should be dealt with by the site manager, who should be contacted immediately.

Privacy should be maintained for the child by shutting the door of the changing area, or of an individual cubicle depending on whether the child is able to be changed standing up or on the mat.

Adult and child must both wash their hands with hot water and soap after the task is completed.

### **The changing area**

The changing area is located in disabled on the ground floor. There are gloves, wipes and spare clothes available in the fourth toilet cubicle. There is also a changing mat located in the disabled toilet by the BB Hall for any child who needs to be changed lying down and a nappy disposal unit, which is emptied regularly by the school keeper.

These toilets are cleaned daily, but disinfectant spray is available for any mess created during changing. If there is a large amount of mess in the room, the site manager should be contacted. Disinfectant spray is available and should be used to clean the changing mat and any other small areas of mess, which would pose an immediate hazard to other users of the area.

### **Health and Safety**

- Staff to wear disposable gloves and aprons while dealing with the incident.
- Soiled nappies to be placed in the hygienic disposal unit in the changing area.
- Changing area to be cleaned after use by staff or site manager.
- Adult and child should wash their hands with hot water and liquid soap as soon as the task is completed
- Hands should be dried with paper towels.

### **Safeguarding**

The normal process of changing a nappy or dealing with wetness or soiling should not raise child protection concerns. Only members of school staff should be involved with the changing of a child (as police checks are completed on all members of staff). If there is known risk of false allegation by a child then practitioners should complete the task in pairs. A student on placement or volunteer should not change a nappy.

## Staff

It can take ten minutes or more to change an individual child. This is not dissimilar to the amount of time that might be allocated to work with a child on an individual learning target, and of course, the time spent changing the child can be a positive, learning time for a child who is not yet continent. If an additional adult is not available, the office should be contacted. The office should locate an available member of staff and send them directly to the classroom to collect the child. The child who has wet or soiled him or herself should not be sent to the office. Teachers should never leave the class unattended in order to change a child.

If several children wearing nappies enter foundation stage, there are implications for deployment of staff. Within school, the foundation stage teacher should arrange with the SENCo for additional resources from the school's delegated SEN budget to be allocated to the foundation stage group to ensure that the children's individual needs are met

## Job Descriptions

It is likely that most personal care will be undertaken by Teaching Assistants, as the Teacher will need to remain with the class. If teaching staff are available, however, they may also undertake these responsibilities. All job descriptions written since September '05 have offering personal care to promote independent toileting and other self-care skills as one of the tasks.

## Special cases

Schools may also need to consider the possibility of special circumstances arising, should a child with complex continence needs be admitted. In such circumstances the appropriate health care professional will need to be closely involved in forward planning. If a child is frequently wetting or soiling or continues to do so over a long period the SENCo should be alerted and consulted. Parents and other medical professionals will need to be consulted by the SENCo.

## Parents

Parents should be consulted when they collect their child at the usual time. Teachers should investigate whether wetting or soiling is happening at home. Clothes should be returned to parents and parents should be asked to launder and return borrowed clothes. Parents should be treated sensitively and it should not be assumed that wetting or soiling is the result of a lack of attempted toilet training at home. Parents should be invited to a discussion with the SENCo if the child wets or soils **more than once** at school.

We do not ask parents to come and change their child. We do not leave a child in a soiled nappy for any length of time pending the return of the parent. This is a form of abuse.

## **Delayed continence - issues**

Delayed continence may be linked with delays in other aspects of the child's development, and will benefit from a planned programme worked out in partnership with the child's parents or carers.

There are other professionals who can help with advice and support. The School Nurse or Family Health Visitors have expertise in this area and can support parent or carers to implement toilet training programmes in the home. Health care professionals can also carry out a full health assessment in order to rule out any medical cause of continence problems. The SENCo should involve one or more of these professionals if necessary.

Parents are more likely to be open about their concerns about their child's learning and development and seek help, if they are confident that they and their child are not going to be judged for the child's delayed learning.

## **Partnership Working**

In some circumstances it may be appropriate for the school to set up a home-setting/school agreement that defines the responsibilities of the parent/carer and school, and the mutual obligation that each have for the other. This might include:

The parent should:

- Ensure that the child is changed at the latest possible time before being brought to the setting/school
- Provide the setting/school with spare nappies and a change of clothing
- Understand and agree the procedures that will be followed when their child is changed at school –including the use of any cleanser or the application of any cream
- Agree to inform the setting/school should the child have any marks/rash
- Agree to a 'minimum change' policy i.e. the setting/school would not undertake to change the child more frequently than if s/he were at home.
- Agree to review arrangements should this be necessary

The school will:

- Agree to change the child during a single session should the child soil themselves or become uncomfortably wet
- Agree how often the child will be changed should the child be staying for the full day
- Agree to monitor the number of times the child is changed in order to identify progress made
- Agree to report should the child be distressed, or if marks/rashes are seen
- Agree to review arrangements should this be necessary.

This kind of agreement should help to avoid misunderstandings that might otherwise arise, and help parents feel confident that the school is taking a holistic view of the child's needs.