



# Beaufort Primary School

## Intimate Care Policy

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## **Introduction**

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.

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

The Equality Act 2010 provides protection for anyone who has a physical, sensory or mental impairment that has a substantial and long term effect on his/her ability to carry out normal day-to-day activities. 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 preschool activities solely because of incontinence.

## **Policy statement**

No child is excluded from participating in our school 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 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.

## **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. Criminal record checks are carried out to ensure the safety of children with staff employed in childcare and education settings. If there is known risk of false allegation by a child then a single practitioner should not undertake nappy changing. A student on placement should not carry out this task unsupervised.

As a school we remain highly vigilant for any signs or symptom of improper practice, as they do for all activities carried out on site.

## **Agreeing a personal plan**

A clear written plan of the procedures the school will follow needs to be agreed and will specify:

- Who will change the child
- Where pull ups/nappies changing will take place
- What resources will be used
- How the pull ups/nappies will be disposed of
- What infection control measures are in place?
- What the staff member will do if the child is unduly distressed by the experience or if the staff member notices marks or injuries

## **Procedures**

- All staff are clear about child protection procedures.
- Key persons undertake changing young children in their key groups, where possible. Back up key persons change them if the key person is absent.
- Changing areas are safe areas to lay young children for changing purposes.
- Each young child has their own bag to hand with their 'pull ups' and changing wipes.



- Gloves and aprons are put on before changing starts and the areas are prepared. Paper towels/roll are put down on the changing mat freshly for each child.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet.
- They should be encouraged to wash their hands and have soap and towels to hand.
- Key persons are gentle and positive when changing the child (no negative comment about 'wearing nappies or nappy contents').
- Older children access the toilet when they have the need to and are encouraged to be independent.
- 'Pull ups'/nappies are disposed of hygienically. Any soil (faeces) in pull ups is flushed down the toilet and the pull up/nappy is bagged and put in the bin.
- Cloth trainer pants and ordinary pants that have been wet or soiled are bagged for the parent to take home.

### **Partnership Working**

In some circumstances it may be appropriate for the school to set up a home/school agreement that defines the responsibilities that each partner has, and the expectations each has for the other. This might include:

The parent:

- Agreeing to ensure that the child is changed at the latest possible time before being brought to school
- Providing the school with a change of clothing as well as spare pull ups.
- Understanding and agreeing the procedures that will be followed when their child is changed at school.
- Agreeing to inform the school should the child have any marks/rash.
- Agreeing to review arrangements should this be necessary.

**The school:**

- Agreeing to change the child during a single session should the child soil themselves or become uncomfortably wet
- Agreeing how often the child would be changed if the child is staying for the full day
- Agreeing to monitor the number of times the child is changed in order to identify progress made
- Agreeing to report should the child be distressed, or if marks/rashes are seen
- Agreeing 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 school is taking a holistic view of the child's needs.