



Continence Policy

Completed: **September 2022**

Next Review: **September 2023**

Promoting Personal Development at Ladywood – Continence

Achieving continence is one of the developmental milestones usually reached within the context of learning in the home before the child transfers to learning in our setting. However, we acknowledge that there may be children with longer term continence issues for whom an individual health care plan may need to be put in place. In addition, there may be children joining us in school and nursery who are at various points of developing their independence in toileting who may need short term support in this important area of self care.

The Disability Discrimination Act (DDA) requires that we as education providers re-examine all policies, consider the implications of the act and revise our arrangements as necessary.

Definition of Disability in DDA

The DDA provides protection for anyone who has a physical, sensory or mental impairment that has an adverse effect on his/hers ability to carry out normal day-to-day activities. The effects may be substantial and long term.

It is clear that anyone with a named condition that affects personal development must not be discriminated against. Delayed continence is not necessarily linked with learning difficulties. However, children with global development 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 the children with delayed personal development in the same way as they would meet individual needs of children with delayed language, or any other kind of delayed development. Children should not be excluded from normal pre-school activities solely because of incontinence.

Any admission policy that sets a blanket standard of continence, or any other aspect of development, for all children is discriminating and therefore unlawful under the act. All such issues have to be dealt with on an individual basis, and settings/schools are expected to make reasonable adjustments to meet the needs of each child.

EYFS Statement

The EYFS statutory guidance supports the gradual development of autonomy in self-care and independence - *'through adult guidance, children will learn how to look after their bodies, including healthy eating and manage personal needs independently.'*

Health & Safety

At Ladywood, we have designated areas that provide a suitable place for the changing of children. In the main school there is a toilet area which provides additional space for attending to a child's personal needs.

In the EYFS unit, there is a disabled toilet area and a large toilet area. There are 6 toilets of child height and 6 wash basins in the EYFS toilet area. Spare clothing, changing mats, wipes etc. are all stored in this area.

Each of these areas will have appropriate resources provided:

- Disposable gloves and aprons
- Changing mat
- Wet wipes
- Spare nappies and pull-ups
- Nappy sacks
- Separate bin for nappy disposal
- A selection of suitable spare underwear and clothing
- Plastic bags for wet/soiled clothing
- Antibacterial cleanser/wipes
- Disposable cloths
- Air freshener
- Antibacterial soap
- Hand sanitising gel
- Copy of changing procedure displayed
- Intimate care record

If a child accidentally wets or soils himself/herself they will be attended to in the most suitable designated location for their needs.

Staff involved in this procedure will be expected to wear disposable gloves. Aprons are provided and will be considered appropriate for staff involved in nappy changing.

All staff will follow the agreed procedure for changing.

Wet or soiled nappies will be double wrapped and disposed via the normal domestic waste route. Gloves, aprons and any items used for cleaning the changing area will again be double wrapped in nappy bags and disposed of via the normal domestic waste.

Wet or soiled underwear and clothing will be returned to parents. Temporary storage of these will be in the designated changing area prior to the child being collected at the end of the session. The changing area will be cleaned after use. Staff will then complete the necessary paperwork to log that a child has been changed and inform parents at the end of the day. If a child has their own change of clothes in their bag these will be used in the first instance. In the EYFS toilet area spare clothing is provided and children can be changed into this.

Warm water and liquid soap are available to staff and children to wash hands as soon as the task is complete. Paper towels are available for drying hands. The changing areas also supply hand sanitising gel.

Child Protection

The normal process of changing nappy or wet clothing should not raise any child protection concerns.

All staff at Ladywood have been CRB checked and it will be normal practice for only one adult involved in attending to a child's personal needs. The person attending to a child will always be a member of the school staff and will adhere to the agreed procedure for changing. Students on placement will not be involved in supporting children in this area of care.

At all times staff will be encouraged to remain highly vigilant for signs or symptoms of improper practice as they do for all activities within school.

If staff notice any marks or injuries on a child during changing this should be immediately reported to the school's Safeguarding leads (Mrs Grainger-Roystone, Mrs Roystone, Mrs Marsden and Mrs McQuillan).

Agreed Procedures for Personal Care

Parents will be kept fully informed of the procedures the school will follow should their child need changing during school time. This information will be shared at entry meetings.

Guidelines for staff involved in the process of changing children's nappies/clothing will be visibly displayed in all designated areas to ensure the correct procedure is followed.

Guidelines for Changing Children

- If possible children should be changed standing up
- The child's skin should be cleaned with a disposable wipe
- Disposable gloves should be worn when changing nappies. The nappy should be folded inward to cover faecal material and double wrapped in a nappy bag. Soiled nappies should be disposed of into the bin provided. The disposal bin should be lined and emptied daily, replacing the used bin liner. These bins should be stored out of the reach of children.
- Any soiled or damp clothing should be placed in a plastic carrier bag and stored on a temporary basis in the changing area and given to parents at the end of the session.
- Once the child has been changed and removed from the changing area, the surface should be cleaned with an antibacterial detergent spray or wipe and left to dry.
- Gloves, apron and any items used for cleaning the changing area will be wrapped and disposed of via domestic waste.
- Hands should be thoroughly washed afterwards
- Staff to complete the intimate care record or individual record for the child.

In the cases of children with particularly complex needs, the school works closely with healthcare professionals to plan appropriately for their care.

Resources

We recognise that it could take up to ten minutes or more to change an individual child. In the Early Years Foundation Stage, changing will be undertaken by either the teacher or support staff.

Currently within the EYFS, the adult/pupil ratio is such that at all times there is a member of staff who could release another member of staff to attend to a child who needs changing without impacting on the supervision of the other children within the setting.

If, at any time, supervision of the children is deemed to be compromised in any way, telephone contact with main school will ensure that additional staff are deployed quickly to enable a member of staff to be released to attend to a child's personal needs.

Keys to Success

A successful transition to independence in this area of self-care is more likely to be achieved when school and parents work closely together with a positive approach to supporting this aspect of the child's development.

We do not assume that the child has failed to achieve full continence because this has not been attempted at home. However, where this is the case, we will employ a positive and structured approach, developed in partnership with parents and carers, to ensure a successful outcome for the child.

If there is further concern that delayed continence may be linked with delays in other aspects of a child's development, this will be sensitively discussed with parents, carers and the SENCo and where appropriate referral will be made to other professionals such as the health visitor, school nurse, GP, community Paediatrician.

Partnership Working

In order to ensure a clear understanding of the shared responsibilities of both parents and school, it may be appropriate to set up a mutual agreement which will define each other expectations. 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.

Parents are asked to sign a consent prior to their child starting school, giving permission to allow staff to change their child if needed. A mutual agreement can be used if staff feel this is required. An example of this is as follows:

The parent:

- Agreeing to ensure that the child is changed at the latest possible time before being brought to nursery/school
- Providing the nursery/school with spare nappies and a change of clothes
- Understanding and agreeing the procedures that will be followed when the child will be changed at school - including the use of any cleanser or the application of any cream
- Agreeing to inform the nursery/school should the child have any marks or rashes
- Agreeing to review the arrangements should this be necessary

The school:

- Agreeing to change the child if the child soil themselves or is wet.
- Agreeing how often the child would be changed should the child be staying for the full day at school
- 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

Procedure for Changing Children

1. Wash hands
2. Assemble equipment, including any provided by the parent (nappies, wipes, change of clothing etc.)
3. Ask child to stand on the changing mat
4. Put on gloves
5. Remove wet/soiled nappy or clothing
6. Clean the skin with disposable wipes
7. Fold nappy inward on itself and double wrap in a nappy bag. Dispose of in the bin provided
8. Place soiled/damp clothing in a labelled bag and store in the changing area until given to parents at the end of the session
9. Once the child has been changed and removed from the changing area, clean the surface with antibacterial detergent spray or wipes and leave to dry
10. Wrap gloves, aprons and any wipes/cloths used for cleaning the changing area and dispose of in the bin provided
11. Wash hands thoroughly
12. Complete the intimate care record sheet or the child's individual file – see example below



Record of Intimate Care

Date/Time	Child's Name	Wet/Soiled	Care Given	Clothing Own/Schools	Staff Initials

A home school care plan agreement will be implemented if needed to support any individual needs in this area. See example below:



Care Plan Agreement

Name:

DoB:

Year Group:

The school/setting: • 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 should the child be staying for the full day • Agreeing to monitor the number of times the child is changed in order to identify progress made • Agreeing to review arrangements	Identified need: Comments:
Any additional issues:	
Date plan completed:	Review Date:
Completed by:	Date:
Signed: Headteacher/Inclusion Manager/Teacher	Date:
Signed: Parent	Date:
Signed: School nurse/Continence nurse (if appropriate)	Date:

The parent: • Agreeing to ensure that the child is changed at the latest possible time before being brought to school • Providing the school/setting with spare nappies/underwear, a change of clothing and any prescribed creams • 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/rashes	Comments:
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Policy Completed: **September 2022** by S. Mcquillan (EYFS Leader)
Next Review: **September 2023**

Date Approved

Approved by *on behalf of the governors of*
Ladywood Primary School.

Review Date: September 2023