



Guidance on Managing Continence Needs in Schools and Early Years Settings

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INTRODUCTION

All schools need to be able to manage pupils who have toileting issues. Most young children will have the occasional toileting accident whilst at school; however, other children may be late-developers and may start school with continence issues. A smaller proportion of children may have a physical or psychological origin for their inability to achieve continence.

Schools may be presented with any of the above situations. They may be faced with an increased number of children starting school with continence issues as a result of early admittance to Early Years Provision and because of the increasing number of children who have Additional Learning Needs accessing mainstream education.

The needs of children with delayed personal development should be met in the same way as would the needs of children with delayed language, or any other kind of delayed development. **Therefore children cannot be excluded from normal pre-school/school activities solely because of incontinence.**

All continence issues need to be assessed on an individual basis, as an admission policy that dictates a universal rule of continence would not only be contrary to the inclusive ethos of the Foundation Phase and the Early Years agenda of the Welsh Assembly, but may also be discriminatory and therefore unlawful under the Equality Act 2010.

LEGISLATION

(See Appendix 1)

AIMS

The purpose of this document is to:

- provide some guidance and reassurance to staff
- safeguard the dignity, rights and well-being of children at schools/settings
- assure parents that staff are knowledgeable about personal care and that their children's needs and their concerns are taken into account

PRINCIPLES

This Continence Guidance encompasses the principles behind the United Nations Convention of the Rights of the Child which has been adopted by Welsh Assembly Government. These principles include the seven core aims for children and young people. These core aims are:

- a flying start to life
- access to education, training & employment
- to be healthy and free from exploitation
- access to play, leisure, sporting and cultural activities
- to be listened to and treated with respect

- to live in a safe home and community
- to not be disadvantaged by poverty

THE PUPIL'S VOICE

In accordance with Core Aim 5 all pupils need to be listened to and treated with respect. This can be adhered to by:

- Identifying the methods by which a child is able to communicate and recording this in the Personal Care Assessment whilst it is being drawn up.
- Approaching parents to represent the child's wishes if a child is unable to make an informed choice.
- Responding to the child's wishes by observing his/her reactions whilst undergoing Personal care.
- Using agreed appropriate terminology for parts of the body and functions. These should be documented in the Personal Care Assessment.

(See Appendix 4)

FACILITIES

A suitable place for changing children should have a high priority in any school/setting's Access Plan.

- The Department of Health recommends that one extended cubicle with a wash basin should be provided for children with disabilities in each school.
- If this is not possible a further individual assessment must be undertaken by the Head Teacher to determine reasonable solutions.
- When possible the child should be changed standing up.
- In some circumstances a changing bed may be required. Changing beds can either be fixed to the wall or they can be hydraulic. A fixed bed may require the use of a step to avoid the pupil being lifted. Hydraulic changing beds are sometimes required in exceptional circumstances when a pupil has complex medical needs and requires a health care plan. Funding from the Local Authority is negotiated on an individual basis for extreme cases. It is the responsibility of the adult responsible for changing the pupil to check the equipment before use and to report any concerns to the Head Teacher. Further advice on the type of changing bed required can be obtained from the Complex Medical Team in liaison with the Health Care Professionals.
- It is essential that the child's privacy and dignity are maintained at all times and verbal reassurance is given.
- Children should never be changed in a teaching area or public area or where food or drinks are prepared.

PERSONAL CARE PROCEDURES

Schools/settings should have clear written guidelines for the changing of a child and these should be clearly displayed in designated changing areas. These will ensure that the correct procedures are followed and will help protect both the child and the member of staff.

Written guidelines should state:

- Who will change the nappy/clothes
- Where changing will take place
- What resources will be used
- How the nappy will be disposed of
- What infection control measures are in place
- The procedures should a rash or marks be observed during the changing process or should the child become distressed
- How changing occasions are recorded to monitor progress and how parents will be kept informed.

(See Appendices 2, 3, 4 and 5)

RESOURCES

It could take up to ten minutes to change a child but this time could be a positive learning time for the pupil and an opportunity to promote independence and self-worth. The Head Teacher will have to ensure that, when necessary, additional resources from funding delegated to schools to support SEN are allocated so that children's individual toileting needs are met.

Schools need to ensure that they have:

- Hot running water and soap
- Paper towels or hot air blowers
- Disposable aprons and gloves
- Disposable wipes
- Nappy bags
- Cleaning fluids
- Ready access to spare clothing, suitable for different sizes, for children who may occasionally have the odd incontinence event.

NB Parents/carers should provide nappies/ spare clothes for children when there are regular continence issues that justify the development of an agreed continence management plan.

(See Appendix 5)

HEALTH AND SAFETY

Schools and settings registered to provide education will already have a Health and Safety Policy. When changing a nappy the following should be considered:

- Staff should wear a new pair of gloves and a disposable apron for each child being changed and they should be disposed of via the normal domestic waste route.
- Soiled nappies should be double wrapped and disposed of via the normal domestic waste route if there is no risk of infection. If there is risk of infection they should be disposed of in a sealed yellow bag.

- Wet/soiled underwear/clothes should be placed in a plastic bag and returned to the parents. Storage should be in a designated area; not the cloakroom area.
- The changing area should be cleaned using an antibacterial surface cleaner.
- Hot water and soap should be available to wash hands as soon as the task is completed and paper towels/a hot air dryer should be available for drying hands.

(See Appendices 4 and 5)

CHILD PROTECTION

CREATING A SAFE LEARNING ENVIRONMENT:

Creating a safe learning environment means having effective arrangements in place to address a range of issues. Some are subject to statutory requirements, including child protection arrangements, pupil health and bullying. Others include arrangements for meeting the needs of children with medical conditions, providing first aid, school security, tackling substance misuse and having arrangements in place to safeguard and promote the welfare of children. (Extract from 'Safeguarding Children in Education' – WAG circular 005/2008)

It also means having in place effective recruitment, disciplinary and reporting arrangements to ensure the suitability of staff and volunteers working at the establishment in line with specific guidance issued by WAG.

Safeguarding Children in Education states that:

Section 175 of the Education Act 2002 requires local authorities and governing bodies of maintained schools to have arrangements for exercising their functions with a view to safeguarding and promoting the welfare of children.

There are 2 aspects to safeguarding and promoting the welfare of children. They are:

- Arrangements to take all reasonable measures to ensure that risks of harm to a child are minimised
- Arrangements to take all appropriate actions to address the welfare of a child or children, working to local policies and procedures in full partnership with other local agencies.

Safe practice in toileting and changing should enable staff and children to be protected from child protection concerns.

Staff should be aware of the designated teacher for child protection and the process of referral in school in order to safeguard children and be aware of good practice in safeguarding themselves from allegations.

Members of staff are required to undergo Child Protection Awareness Training in Bridgend every 3 years with designated teachers receiving further training.

- All staff should have enhanced CRB checks. Where appropriate it is reasonable for one member of staff to be the dedicated nappy changer for a particular child whilst

other members of staff should be aware that the procedure is taking place. In some circumstances there may need to be more than one member of staff witnessing a change. The designated child protection officer needs to be aware of safe practice.

- Students on placement should not be involved in a child's personal care.
- School/setting managers should be vigilant for any signs of improper practice.
- Any marks or injuries to the child should be reported immediately to the designated child protection officer in line with the All Wales Child Protection Procedures.
- Staff **should not** take mobile phones, cameras, or any other device which maybe used to record images into the changing area.

(See Appendix 1)

PARTNERSHIP

Toileting issues should be discussed with parents/carers prior to a child starting the school/setting. Other professionals such as the health visitor or school nurse should be alerted if the setting/school becomes aware of a disproportionate number of children starting who are not yet toilet-trained and they could attend such meetings and provide toileting information for parents/carers.

It may be appropriate to set up a home-setting agreement which will clearly define shared responsibilities and expectations in an effort to avoid misunderstandings as well as providing reassurance to parents that the school/setting will meet their child's needs.

A Partnership Agreement may address the following areas:

The parent/carer would agree to:

- change their child at the latest possible time before coming to school/setting
- provide spare nappies/underwear, wet wipes and a change of clothes
- inform the school/setting of any rashes/marks
- the implementation of an individual toileting programme where appropriate
- review the Personal Care Plan if necessary

The school/setting would agree to:

- change the child should s/he soil themselves or become uncomfortably wet
- monitor the number of times the child is changed in order to identify progress made
- report to parents and senior members of staff if the child becomes distressed or if a rash or superficial marks are noticed. (Any non-accidental injury should be reported to the designated child protection officer)
- the implementation of an individual toileting programme where appropriate
- review the Personal Care Plan if necessary

(See Appendix 6)

JOB DESCRIPTION

It is likely that most of the personal care within a school/setting will be undertaken by teaching or learning support staff. It is recommended that job descriptions should include personal care and toileting tasks as part of their job description/employment contract and that staff are made fully aware of what will be required of them. Teachers are responsible for facilitating, supporting and releasing teaching/learning support assistants to fulfil this role.

Any changes to staff contracts should be done with full consultation and agreement.

STAFF TRAINING

All staff carrying out personal care procedures should have the appropriate training. They need to comply with child protection procedures, good working practices and health and safety regulations. In some instances training in manual handling may be required.

FURTHER INFORMATION AND GUIDANCE

For guidance on manual handling please contact the Complex Medical and Motor Impaired Advisory Service on 815230

Good practice in Continence Services, 2000. Available free from Department of Health, PO Box 777, London SE1 6XH or www.doh.gov.uk/continenceservices.htm

Unison <http://www.unison.org.uk/education/>

NAME / ROLE	CONTACT DETAILS
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Operational Team Leader (Health) School Nursing Neath & Port Talbot / Bridgend	tracey.jenkins@wales.nhs.uk (01639) 640664 (01656)752563 07970 457084
Complex Medical and Motor Impaired Advisory Service	fran.jones@bridgend.gov.uk (01656) 815238
Physiotherapist Advisor	Paula Wilson (01656) 752237
Occupational Health Advisor	Claudia Jones (01656) 752237
Education Planning (School Building Work)	gail.jones@bridgend.gov.uk (01656) 642620
Education and Youth Service (Child Protection)	pat.tobin@bridgend.gov.uk (01656)815270

APPENDIX 1

LEGISLATION

There is a responsibility to all pupils who are defined by the Equality Act 2010 as being disabled and, under the planning duties, schools and local authorities have a general duty to improve the accessibility of schools for disabled pupils.

LEGAL CONTEXT:

- UN Convention of the Rights of the Child
- Children Act 1989
- Children Act 2004

GUIDANCE:

- Working Together to Safeguard Children under the Children Act 2004
- Safeguarding Children in Education
- All Wales Child Protection Procedures
- Multi-agency protocol for safeguarding disabled children
- LSCB protocol for Safeguarding Disabled Children

The Equality Act 2010 defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

It is unlawful for schools to discriminate against disabled pupils. A school discriminates if:

- *It treats a disabled pupil or prospective pupil less favourably than another because of their disability*
- *It treat, without justification, a disabled pupil or prospective pupil unfavourably because of something arising in consequence of their disability*
- *It fails, without justification, to make reasonable adjustments to avoid placing disabled pupils at a substantial disadvantage. This duty is often known as the 'reasonable adjustments' duty.*

The 'reasonable adjustments duty' requires schools to plan in advance and to predict and then eliminate or minimise likely barriers that may disadvantage disabled pupils.

APPENDIX 2

Procedures for Assisting with Personal Care / Toileting Needs

1. Wash your hands
2. Assemble any equipment
3. Instruct / assist child to stand within toilet cubicle or changing area if able
4. If unable assist child onto changing mat / table using a step if necessary
5. Put on gloves
6. Remove wet / soiled nappy / clothing
7. Fold nappy inwards to cover any faecal material and place into a designated covered and lined bin
8. Store soiled clothing as agreed on management plan
9. Dispose of used wipes and gloves in designated lined bin
10. Bin should be emptied at least once a day and liner replaced
11. Once child has been changed and returned to teaching area, clean changing mat / table with antibacterial solution
12. Wash hands thoroughly afterwards even if gloves have been used.



OLDCASTLE PRIMARY SCHOOL

Record of Personal Care Intervention

Child's Name:

Names of Key Staff:

Week Beginning:

Day	Date	Time/s	Procedure	Staff Name (PRINT)	Staff Signature	Action / Outcome
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						



OLDCASTLE PRIMARY SCHOOL

Individual Personal Care Assessment

Name of Child:

Date of Birth:

Name of Parent / Carer:

Name of Key Staff:

Name of School:

Year Group:

Pupil Information	Yes ✓ No X	Notes
Level of understanding: • Age appropriate • Limited		
Communication: • Use of particular words to describe body parts • Use of alternative forms of communication		
Ability of pupil to assist - partial/ full		
Relevant medical diagnosis/information: epilepsy, head control, skin condition, fragility, pain, other		
Behaviour considerations:		
Weight (if known) / Stature		
Environmental Considerations		
• Is there a dedicated changing area? • Is the area sufficiently heated? • Is there appropriate equipment e.g. mat / table / bin / gloves etc available? • Is a step required/available to access table? • Are spare nappies / clothing available? • Any other considerations?		
Staff Considerations		
• How many members of staff are required? • Is moving and handling training required? • Are there considerations such as pregnancy, back pain, other? • Is any other training / information required?		
Child Protection Considerations		
• Refer to Child Protection Policy • If there are concerns liaise with the child protection officer based at the school		



OLDCASTLE PRIMARY SCHOOL

Individual Personal Care / Toilet Management Plan

Name of Child:

Date of Birth:

Name of School:

Year Group:

Name of Parent / Carer:

Names of Key Staff:

Identified toileting / changing area	
Method of changing (e.g. standing or lying down)	
Resources required:	Who will provide the necessary resources (school/parent)
• Mat • Changing bed • Step • Bin • Bin liners • Antibacterial solution • Hand wash • Paper towel / hand-drier • Disposable gloves • Apron • Nappies (including spares) • Pull ups • Wipes • Spare clothing • Cream (if required)	
Storage of soiled clothing:	
Frequency / toileting pattern:	
Method of recording / monitoring Personal Care	
Procedures for recording / reporting concerns	
Considerations for off-site visits:	
Other considerations/comments:	
Other considerations/ comments:	



OLDCASTLE PRIMARY SCHOOL
PARTNERSHIP AGREEMENT

Pupil's Name:

Date of Birth:

Name of Parent / Carer:

Relationship to child:

I / we give permission for the school to provide personal care to my / our child.

I / we agree to this management plan and consent to procedures identified.

I / we will inform the school of any changes that may affect my / our child's personal care (e.g. if medication has changed or my / our child has an infection).

I / we will contact the school immediately if there are any concerns.

Signature of Parent / Carer:

Date of Agreement:

The school agree to inform parents / carer of any concerns they may have with regard to the personal care of your child.

The school agree to inform parents / carers of any changes in staff, procedures or any changes to policies.

Name of Head Teacher:

Signature of Head Teacher:

Date of Agreement:

Date of Agreement Review:

APPENDIX 7

Frequently Asked Questions:

Is it alright to leave a child until a parent arrives to change them?

No. It is never acceptable to leave a child in a situation which could cause them distress. Asking parents of a child to come and change a child is likely to be a direct contravention of the Equality Act 2010 and leaving a child in a soiled nappy or in wet or soiled clothing for any length of time pending the return of the parent is a form of abuse. Ask yourself if you would leave an injured child until their parents arrived.

Won't it mean that adults will be taken away from the classroom setting?

Depending on the accessibility and convenience of a setting's facilities, it could take ten minutes 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. Arrangements for supervision should be made within the school cover arrangements.

I work in an early setting; won't I be changing nappies all the time?

No. If parents change their child before school or arrival at the setting, staff should only need to check or change a child occasionally, depending on the child. Emphasis should always be on teaching the child independence and encouraging them to do as much as possible for themselves. Look at it as part of their early education and learning.

Parents won't bother to toilet train their child will they?

Parents are as anxious as you for their child to be out of nappies. You will need to make it clear that your expectation is that all children in school will be out of nappies, but that you will support children and families with continence difficulties.

For Early Years Settings, it is not appropriate that your expectation is that all children will be out of nappies.

Who is responsible for providing nappies/continence wear?

Parents are responsible and must provide supplies. Schools may be asked how many nappies they may require by the continence nurse in order to calculate how many to give to parents. Schools should provide gloves and other disposable clothing.

How do we dispose of nappies?

You may single wrap wet and double wrap soiled nappies and use ordinary waste bins.

I'm worried about lifting.

Assessments should be done on an individual basis. If there are concerns about manual handling issues refer to the Complex Medical and Motor Impaired Advisory Service on 815230.

How can I help a child to communicate when they need to use the toilet?

Children with communication difficulties may need tools to help them communicate. Picture symbols and signs can be used to reinforce spoken words. For children who

are learning English as an additional language, it is helpful to learn how to say the appropriate words in their home language.

Is it true that men can't change nappies because of child protection issues?

No, there are men in childcare who change nappies on a daily basis. Enhanced CRB checks are carried out to screen for any known risks, and safe practice induction is given to all designated staff. Where appropriate it is reasonable for one member of staff to be the dedicated nappy changer for a particular child whilst other members of staff should be aware that the procedure is taking place. In some circumstances there may need to be more than one member of staff witnessing a change. The designated child protection officer needs to be aware of safe practice.

What if a child reacts defensively, or reacts to personal care?

Is the child anxious about adults? Is it new or changed behaviour? Ask the carer whether anything has happened which may have led to the child being anxious or upset about being changed. Has there been any change in the household? If you're still concerned, consider whether there may be child protection issues and then follow child protection procedures.

What if a member of staff refuses to change a child/young person who had soiled?

A child who has soiled should be tended to in order to return to the classroom/setting without delay. This issue should not arise if designated members of support staff have been advised on appointment and induction that this is part of their role within the school/setting.

APPENDIX 8

Assessing Toilet Support



