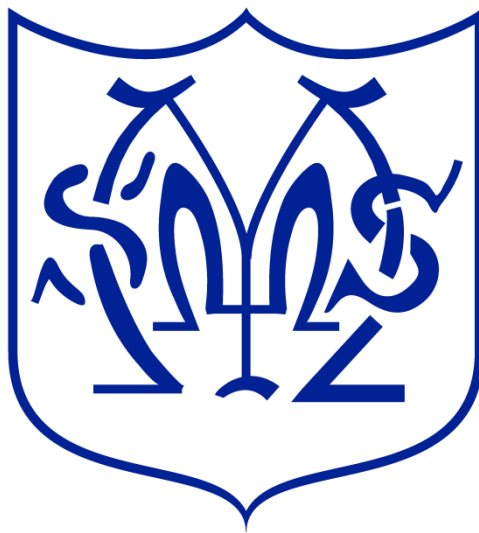


# St Mary and St Michael Catholic Primary School

## Policy for Toileting and Intimate Care in the EYFS



*“Learning together hand in hand with our friend  
Jesus.”*

## Toileting and Intimate care Policy in the EYFS

### Aims of the Policy:

- To ensure that children with Special Educational Needs that affects a child's ability to control their bladder or bowels, who has not been able to toilet train on entry to the school Nursery or Reception Class or who may have permanent incontinence is correctly supported by the school.
- To clarify the school's expectation for toilet training for children who are developing within normal parameters socially, emotionally and physically.
- To establish clear guidelines for pupils, parents and school staff for children who are developing within normal parameters socially, emotionally and physically, but have not been toilet trained on entry to the school Nursery or Reception Class.
- To signpost parents to other school policies and supporting materials that compliment this one.

### Children with Special Educational Needs that affects their ability (by delay or permanently) to toilet train:

Some children will enter our school Foundation Stage or beyond with a Special Educational Need (SEN) that prevents them from toilet training, or that has caused a delay in the usual time frame for toilet training (between two and three years of age: *Ealing's 'A Good Practice Guide: Toileting in Early Years Settings and mainstream Schools'. 2005*).

- In such instances where a child may not be able to toilet training and will need intimate care *permanently*, we would expect the child to have (or be in the process of acquiring) an Educational Health Care Plan. The hours allocated to the child would take into account toileting and intimate care needs, and adult/s allocated to support the child would be responsible for managing the care for him/her. Two adults must be present at all times to change a nappy or deal with intimate care where a child has soiled him or herself, and arrangements will be made to support this process. All adults to complete the Intimate Care Record Form. (See Appendix 1)
- In such instances where a child has *delayed* toilet training due to atypical development socially, emotionally and physically, we would expect the child to have a Statement of SEN (or be in the process of acquiring one). The hours allocated to the child would take into account toileting and intimate care needs, and adult/s allocated to support the child would be responsible for managing the care for him/her. This management would be likely to include efforts at toilet training the child (using timed toileting, or other methods suggested by the parents and other relevant professional, such as the School Nurse, the SENCo, the Occupational Therapist and the Educational Psychologist).
- In such instances where a child has *delayed* or *permanent* difficulties with toilet training due to atypical development socially, emotionally and physically, but does not have an Educational Health Care Plan (or is not in the process of acquiring one), the first port of call would be the Inclusion Manager and the EYFS Leader. A meeting would be held with these professionals, the class teacher and the parents. The child and his or her needs would be discussed with care. Each case is individual, and no standard approach can be deemed to be the only way. Suggestions made *may include* a reduced school timetable, parent support on site, application for emergency funding from the School or LA to support toileting, support and advice from the School Nurse, Health Advisors, Occupational Health referrals and so on). The importance of the meeting is to ensure that the parents feel supported, that the school is enabled to manage the needs of the child, other relevant professionals are consulted and contacts established where this has not yet happened for the family involved. The area is sensitive as some parents may not know their child has any kind of delay or SEN, and the school recognises the importance of treating each case as such.

**Please Note:** Where a child is wearing nappies or pull-ups, the parents will be asked to provide these for the school. Baby wipes may also be requested by the school for hygiene purposes.

### **The school's expectation for toilet training for children who are developing within normal parameters socially, emotionally and physically:**

- The school expects that children will be toilet trained on entering the school Nursery (the beginning of the September of the Academic Year they turn three years of age Reception except in the instances where a child has an Educational Health Care Plan (or is in the process of acquiring one) that includes temporary or permanent incontinency (see above).
- The school understands that children of all ages, but particularly in Nursery and Reception are likely to have accidents (especially urine accidents), and ensures children are treated sensitively and without blame in such circumstances. They are supported in changing themselves, and the school has a small stock of spare clothes for this purpose. One adult may be present where there is no need for intimate care: i.e. the child simply needs some support with dressing or undressing to put on clean clothes.
- The school does *not* have the right to refuse entry to the school, or withhold a place for a child because he or she is not toilet trained.
- Due to legal staffing ratio's within the EYFS it is not possible to have two members of staff present when cleaning a child who has soiled themselves. Children are talked through the process of cleaning themselves and if this is not possible the school will contact parents and will expect them to assist with intimate care of their child/ren. All adults to complete the Intimate Care Record Form. (*See Appendix 1*)
- Where a child is not toilet trained, the school would expect parents to disclose this to staff, EYFS lead or Inclusion manager, prior to entry to Nursery or Reception, whether the child has Special Educational Needs *or* is developing within typical parameters.

### **Clear guidelines for pupils, parents and school staff for children who are developing within normal parameters socially, emotionally and physically, but have not been toilet trained on entry to the school Nursery or Reception Class:**

At St Mary and St Michael's we believe that open and direct communication between the school and the parents is paramount to forming positive relationships with families. The school does not believe in a culture of blame for the child or the family, and simply seeks to work with families to find a solution. The school also understands that some children will have only just turned three on entry to Nursery, and that age appropriate toilet training is still within typical parameters for such individuals. In such circumstances where there are delicate issues to be discussed (such as toilet training of school age children), we are well equipped to support parents through many different avenues, and hope that professional and supportive dialogue can enable families who have struggled with this, to achieve their goals.

- Firstly, we would expect that families who have children of typical development, that have been unable to toilet train their child would disclose this to the school prior to starting at St Mary and St Michael's.
- We would then conduct a meeting with the parents, the class teacher, the Inclusion manager and the EYFS Leader to discuss the issues, measures taken thus far and next steps. A toilet management plan will be completed.  
(*See Appendix 2*)
- Each case is individual and there can be no hard and fast rule as to what happens next. Many different solutions can be found to this issue. The following list is not exhaustive, but provides a flavour of typical measures that may be used:
  - (another) concerted effort of toilet training at home prior to starting school, using resources such as children books on the subject, wearing no clothes, watching family adults and children use the toilet, sticker charts and so on.

- Contact the Health Visitor so that the child can be assessed for any development issues.
  - Put the parents in contact with other supportive networks or individuals through school or the local *Children's Centre*, who may be able to advise and support them on a more personal level.
  - Make a referral to the Occupational Therapist where the school or the parents has noticed other behaviours that may indicate sensory issues, and therefore affect the child's ability to toilet train (such as touching others, mouthing and licking non-food objects etc).
  - Regular reminders from the class teacher to use the toilet, typically half hourly (this is possible during some parts of the Autumn Term when the classes in the Nursery and Reception Year are not yet to full capacity. It is *not always possible* for a class teacher to implement or sustain this once all of the children are in full time).
  - Make an appointment with the GP to discuss the issues.
  - Reduce the child's timetable at school until they become confident in using the toilet independently.
  - Ensure the parents was available for calling in an emergency to come and change the child where, it was felt that full time schooling was appropriate for the child.
- Once next steps have been agreed upon, a review meeting will take place at an agreed time (usually between two and six weeks after the first meeting, depending on the particular issues of the child).
  - At the review meeting, the child may have made complete or some progress, in which case the methods tried will be continued. Where progress has not been made, new methods or actions may be tried.
  - Review meetings will continue regularly until successful toilet training has been achieved.
  - It may be that during this period, other developmental anomalies come to light. Should this happen, further options will be discussed and the child *may* be put onto the school's SEN Register and given an Education Health Plan to support his or her development, including toilet training. This matter would be handled with the utmost care by the school, understanding that the parents may not have been aware until this point that their child has developmental delays or Special Educational Needs of any kind. The school would continue to work closely with the parents and child to ensure that they understood what the school processes are for SEN, how they may be able to support their child at home, and how we can work within a positive partnership for the benefit of the child.

**Please Note:** Where a child is in the process of being toilet trained the parents will be asked to send their child to school wearing appropriate underwear. Parents will be required to send enough spare clothing to accommodate accidents.

### **Intimate Care for children with medical needs or other Special Educational Needs that affects their bowel and /or bladder control and self care skills:**

Where a child has a diagnosis that confirms a physical or emotional reason that affects his or her ability to use the toilet independently, some or all of the following measures will be applied:

- A Toilet Management Plan will be drawn up which specifies the support given for intimate care. (*See Appendix 2*)
- Apply for an Educational Health Care plan if the needs are sufficiently severe.
- Outside agencies would be consulted i.e: Special Schools, OT, Specialist Health Visitor etc. for advice about manual handling, timed toileting and other methods of support.
- Where intimate care is executed, two members of school staff (adults) must be present.
- Consideration will be given to the gender of the child and the adults in each instance.
- At least one adult will be familiar to/with the child (preferably both).

- Any adult administering intimate care must wear gloves, use appropriate equipment, and dispose of all soiled articles (not clothes). Clothing will be placed in a plastic bag and sent home. The school does not have the resources to wash these articles.
- Children will be encouraged to be as independent as possible, given their particular limitations.
- Children must be given as much opportunity to maintain their dignity as possible.
- All adults to complete the Intimate Care Record Form. (See Appendix 1)

### **Other school policies and supporting materials:**

The school has a number of policies that support this one. These are available on the school website at: [www.sm-sm.co.uk](http://www.sm-sm.co.uk)

Policies that may be useful to read if, for any reason, your child is not toilet trained when starting at St Mary and St Michael's in any year group:

- Child Protection Policy
- Equalities Policy
- SEN Policy

### **There are many publications that can support parents and children with toilet training.**

Peep-Poop Potty Training  
ISBN: 1903258502

Potty Training (Hamlin)  
ISBN 0600606678

Potty Training in a Week (Gina Ford)  
ISBN 00918875689

Successful Potty Training (National Childbirth Trust)  
ISBN 0007136064

You and Your Toddler (Miriam Stoppard)  
ISBN 0751326249

Toilet Training for Individuals with Autism and Related Disorders (Maria Wheeler)  
Amazon.co.uk

I Want My Potty (a book for children to read with adults to support their understanding of toilet training)  
ISBN 086264965

Potty Time (Osbourne's Baby World Series)  
(a book for children to read with adults to support their understanding of toilet training)  
ISBN 0746038399

Policy drawn up by Sue-Helen Steyn and Tracey Flannery- September 2015

### **Review Date:**

This policy will be reviewed in September 2023.



**Intimate Care Record Form**

Name	Date and Time	W- wet; U- urine; S- soil; O- other	Any comments	Adult initials
		W U S O		

Appendix 2

**Toilet Management Plan**

**Child's Name:**

**Class/Year Group:**

**Name of support staff involved:**

**Date of record:**

**Review Date:**

<b>Area of Need:</b>	
<b>Equipment required/by whom:</b>	
<b>Location of suitable toilet facilities:</b>	
<b>Support required:</b>	<b>Frequency of support:</b>

**Working towards Independence**

<b>School will</b>	<b>Parents will</b>	<b>Child will try to</b>	<b>Target achieved (date)</b>

Signed:.....Parents/Carers

Signed:.....Member of Staff