

## EYFS Safeguarding Children – Personal Care Policy

### Policy Statement

This policy is primarily to provide guidance for the toileting needs of children in the EYFS including issues such as toilet training, incontinence and toilet accidents. However, personal care also includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing. It may also be useful in dealing with other incidents that may require a child to remove their clothes. These include changes required as a result of water play, messy play, sickness, weather etc.

The School has an obligation to meet the needs of all children regardless of their stage of personal development in the same way as we would meet the individual needs of children at different stages of linguistic, cognitive, social, physical and behavioural/emotional development. Children should not be excluded from participating in activities if they are not toilet-trained. We work with parents towards toilet training unless there is a medical or other developmental reason 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.

The school will share policy and procedures for dealing with children's general toileting needs with parents or carers. It is important that there is a positive dialogue between home and school about strategies in use with the child so that these can be reinforced as appropriate

### Principles

It is the right of the child to be treated with sensitivity and respect, and in such a way that their experience of personal care is a positive one. As far as possible the child should be allowed to exercise choice and should be encouraged to have a positive image of their body.

There should be recognition that toileting support can involve risks for both the child and any adults in attendance.

### Procedures

#### Nursery

In Nursery we recognise that children will join us having reached differing levels of independence and development in toileting and self-care:

Key Persons have a list of personalised changing times for the children in their care who are in nappies or 'pull-ups' which is shared with parents daily. Children are also changed whenever the need arises, we do not leave them in wet or soiled nappies or clothing.

Children from 2 years old should wear 'pull-ups' or other types of trainer pants as soon as they are comfortable with this and their parents agree.

Key persons undertake to change children in their key groups, a secondary key person will change them if the key person is absent.

Changing areas are warm and there are safe areas to lay children on if they need to have their bottoms cleaned. Blinds are kept down in this area to ensure privacy.

Each child has their own nappies, 'pull-ups' and wipes (which are supplied by the parents) accessible in the changing area.

Gloves and aprons are put on before changing commences and the areas are prepared. Paper towel is put down on the changing area freshly for each child.

All staff are familiar with the hygiene procedures and carry them out when changing nappies or 'pull-ups'.

Key persons recognise that nappy changing is relaxed and a time to promote independence in young children. They avoid pulling faces or making negative comments about nappy contents or the child.

Nappies and 'pull-ups' are disposed of hygienically. Soiled clothing is bagged for parents to take home.

Young children are not left in soiled or wet nappies, 'pull-ups' or pants as we have a 'duty of care' towards children's needs and this could be interpreted as neglect.

Changing area is left clean and ready for the next child.

Children are encouraged to take an interest in using the toilet, they may just want to sit on the toilet at first.

Older children can use the toilets whenever they have the need to and are encouraged to be as independent as is age and developmentally appropriate.

Children are reminded at regular times to go to the toilet.

Children are encouraged to wash their hands and have soap and paper towels to hand.

### Prep I /Reception

In Prep I we have an expectation that children will –

Know when they need to go to the toilet.

Know how to use the toilet for themselves.

Be reasonably effective at cleaning themselves after using the toilet.

Children can use the toilets whenever they have the need to and are encouraged to be independent.

Children are reminded at regular times to go to the toilet- e.g. after fruit break, before and after lunch, before leaving the building.

Children are encouraged to wash their hands and have soap and paper towels to hand.

Children are not be left in soiled or wet pants or clothes as the school has a 'duty of care' towards children's needs and this could be interpreted as neglect.

All staff are familiar with the hygiene procedures and carry them out when changing children.

### **However, we recognise that children develop at different rates-**

Some children will be engaged in fully developing this aspect of their self-care when they start school.

Some children will not have had the practice that they need to use the facilities available: this could include culturally different expectations of self-care.

Some children may start wetting or soiling themselves after they start school during the settling – in period. In these circumstances, the child's key person communicates sensitively with parents to determine if this is a temporary set-back (anxiety, arrival of new sibling, illness).

Some children will come to school with ongoing/specific physical or medical issues such as urinary tract infections or soiling difficulties. If the child requires a medical care plan, Local Authority policies on child protection and managing children's needs will be consulted.

### Advice and Support

There are other professionals who can help with advice and support. Family Health Visitors and Community Nursery Nurses have expertise in this area and can support adults 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 problem. Parents are more likely to be open about their concerns for 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 stage of development.

### Sensitivity and Respect

The child should be spoken to by name and given explanations of what is happening. Privacy appropriate to the child's age and situation should be provided. The child should be encouraged to care for herself as far as possible. Items of good quality, appropriately sized spare clothing should be readily available.

Adults should be aware and responsive to the child's reactions. Some children refuse or are very reluctant for an adult outside of the family to care for them. In these circumstances special arrangements can be made for a family member to come in.

The dignity of the child must be respected and so as much as can be kept confidential between child, school and parent is kept confidential.

### Safeguarding Children and Adults

Anyone caring for children has a common law duty of care to act like any prudent parent. Staff ensure that children are healthy and safe at all times.

Adults dealing with personal care of a child will be employees of the school and will have undergone regulatory employment checks in accordance with Government and EYFS requirements.

All staff are aware of the school's protocol and procedures.

All staff have received appropriate training and will receive support where necessary.

All toileting incidents must be reported straight away. The minimum information to be kept is the date and time, the name of the child, the adult(s) in attendance, the nature of the incident, the action taken and any concerns or issues. The parents are informed as soon as possible and staff should have the opportunity to raise any concerns or issues.

Leaving a child in soiled or wet clothing for any length of time, even if waiting for the arrival of a parent or carer, could be interpreted as a form of abuse.

The normal process of cleaning a child 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 process to ensure that abuse does not take place. DBS checks are carried out to ensure the safety of the children with staff employed by the school. If there is known risk of false allegation by a child or parent then a single member of staff should not clean a child unsupervised. Members of staff must ensure that they do not change or clean a child in a room alone with the door closed. We do have a shower in the Nursery to assist with children who are heavily soiled.

### Health and Safety

In the case of a child accidentally wetting, soiling or being sick whilst on the premises:

Staff should wear disposable gloves and aprons to deal with the incident.

We provide flushable wipes and encourage the child to use them and to wash the private parts of their body.

Soiled clothing is double bagged and tied.

Hot water and soap should be available to wash hands as soon as the task is completed.

Bio-hazard kits are available and should be used as appropriate in line with the school's Health and Safety procedures.

### Roles and Responsibilities

Parents and carers are made aware of policies and procedures related to intimate care and all specific instances related to their child. If it becomes evident that a child has an ongoing problem that requires regular intimate care intervention, the school will make arrangements with the parent/carer for the long term resolution of the problem. This is likely to include a care plan that involves the parent/carer directly as well as external reference to a Health Care professional.

### Documents referred to:

\*Saint Augustine's Priory Personal Care of a Child Policy and Record Sheets – EYFS march 2017

\*Saint Augustine's Priory Health and Safety Policy (safe disposal of waste)

\*Pre-School Learning Alliance Policies and Procedures for the EYFS – Nappy Changing -2008

## APPENDIX 1 : GOOD PRACTICE –TOILET TRAINING

### Introducing Toilet Training

We look out for signs that a child is ready for potty/toilet training and we work with parents to implement an agreed programme. Some children will be late in achieving milestones and toilet training will be delayed accordingly. Incontinence can be part of a medical condition or part of global delay. A few children may never be totally continent and so the emphasis will be on management of the condition.

### A child will pass through these 3 stages as they develop bowel/bladder control:

1. The child becomes aware of having wet or dirty pants.
2. They know that urination/defecation is taking place and may indicate this.
3. The child realises that they need to urinate/defecate and may say so in advance.

Toilet training will be more successful if the child is at the last stage.

### Assess the child over a period of 2 weeks to determine:

If there is a pattern to when the child is soiled/wet

The indicators that the child is giving that they need the toilet (actions, facial expressions)

Hourly visits to the toilet and monitoring of wet, soiled or dirty pants help to determine toileting behaviour and show an emerging pattern.

### Some strategies to support the process:

Familiarise the child with the toilets, use other children as good role-models (being sensitive to their privacy), flush toilets, wash hands etc.

Encourage the child to use the toilet when they are indicating in some way that there is a need, but do not force the issue

Take the child to the toilet at a time when monitoring has indicated that they usually opens their bowels

Ensure that they are able to reach and are comfortable on the toilet. Training seats may be provided by parents

Stay with the child and talk to them to make the experience more relaxed

Accept that the child may not use the toilet – it may take time to develop the idea of what is expected. Don't become anxious, praise the child when the toilet is used

There may be some setbacks (possibly an emotional reason), patiently continue

Accidents will occur, deal with them discreetly and without fuss

The process may take time – be patient and the reward will be very satisfying.

It is important to develop a home/school approach in order for the process to succeed.

### Good practice in supporting children with SEN:

The child's statement will outline their needs and objectives and the educational provision to meet those needs and objectives. Funding is provided to meet the child's needs.

When a child's independence and self-help skills are delayed these will be identified in the statement and programmes will be recommended to develop these skills.

### APPENDIX 2: HOME/ SCHOOL PARTNERSHIP

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

#### The parent:

Agreeing to ensure that the child is toileted at the latest possible time before being brought to school

Providing the school with a change of clothing, wipes etc.

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 rashes or marks

Agreeing to a minimum change policy *i.e.* the school would not undertake to change a child more frequently than if they were at home

Agreeing to review arrangements should this be necessary.

#### The school:

Agreeing to a minimum change policy *i.e.* the school would not undertake to change a child more frequently than if they were at home

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 rashes or marks are seen

Agreeing to review arrangements should this be necessary.

### Procedure for Personal Care of an Individual Pupil

The guidelines will specify:

Who will change the child (Key Person or Secondary Key Person)

Where changing will take place

What resources will be used (cleansing agents or cream to be applied in accordance with parent's wishes)

How the soiled clothing will be disposed of

What infection control measures are in place

What the staff member will do if a child is unduly distressed by the experience or if a staff member notices marks or injuries.