



Toileting and Continence Policy

Agreed by IEB: July 2025

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Headteacher: Miss F Mawson

Toileting Expectations and Support

We encourage that, wherever possible, children are toilet trained and out of nappies before starting school or nursery. However, we recognise that beginning full-time education is a major developmental milestone and that toileting skills can vary widely. Accidents will happen, and children should never feel ashamed or be disadvantaged if they need help.

Most children in the Foundation Stage will fit into one of these categories:

- **Consistently independent** across all settings.
- **Previously trained** but temporarily regress due to the excitement or stress of a new environment.
- **Independent at home** but prone to occasional accidents in unfamiliar settings.
- **Almost trained**, needing gentle reminders, prompts or encouragement.
- **Not yet started training**, but likely to respond quickly to a structured toileting plan.
- **Independent toileting** but with a significant disability or learning difficulty requiring ongoing support.
- **Developmentally delayed**, mastering toileting skills later in the Foundation Stage.
- **Unlikely to become fully independent** during the Foundation Stage due to complex SEND needs.

Children with continence difficulties or SEND may require individual support plans (for example, an Individual Health Care Plan), close partnership with families and health professionals, and additional staff assistance.

Changing Facilities and Practice

- Wherever possible, **mobile children should be changed standing**, using appropriate hygiene steps.
- Foundation Stage children may be changed on a clean mat or changing surface in the Early Years area.
- Children in Year 1 and above should be supported to change themselves in a toilet cubicle; where staff assistance is required, it should take place in a private cubicle, with dignity and respect.

By providing clear expectations, flexible support and a non-judgmental approach, we ensure every child feels safe, included and ready to learn.

Resources and Support

Changing time can be a positive, confidence-building opportunity and a chance to promote independence and self-worth. To make this experience as smooth and dignified as possible, the school provides:

- A private, hygienic changing area with a suitable surface or mat
- Hot running water, liquid soap and paper towels for effective handwashing
- Disposable gloves, aprons and appropriate cleaning supplies
- A secure, foot-operated bin for safe disposal of wipes and gloves
- A small stock of spare clothes for unexpected accidents

Parents and carers are asked to supply any nappies or specialist wipes their child requires; we'll store these discreetly and restock the changing area as needed.

We know that preparing ahead makes all the difference. Before your child's first day, staff will liaise with you and the SENDCo to understand any individual continence needs, so that all necessary equipment and support are in place from day one. That way, changing time remains a respectful, calm moment of care and learning—for your child, and for our whole school community.

Staff Responsibilities and Partnership

We believe every child deserves care that is respectful, consistent and supportive. To achieve this:

- Teaching Assistants and Early Years Practitioners will lead personal-care routines, building trusting relationships through gentle encouragement and clear communication.
- Class Teachers will ensure that teaching assistants have the time and space they need—adjusting timetables or deploying cover staff as required—so that classroom learning continues smoothly.
- The SENDCo and Inclusion Team will work alongside staff to identify any additional training, resources or adjustments needed to support children with complex toileting requirements.

Our aim is to balance high-quality care with a safe learning environment. If a child has ongoing medical or developmental reasons for regular support, we'll partner with families and health

professionals to put in place a clear plan, rather than relying on ad hoc arrangements.

Parental Partnership and Expectations

Your insights and support are vital to your child's comfort and confidence. To help us work together effectively, please:

- Share your child's toileting status before they start—letting us know if they're already independent or need occasional reminders.
- Provide any specialised supplies (nappies, wipes, etc.) and update us if needs change, so we can keep everything stocked.
- Discuss any concerns openly with staff or the SENDCo, so we can tailor our approach and, if needed, arrange an Individual Health Care Plan.
- Be prepared for occasional visits to school to support if your child becomes distressed or requires toileting support beyond our usual provisions.

By planning together—ideally during the home-visit meeting before your child's first day—we can ensure they receive consistent, dignified care. Our shared goal is for every child to feel safe, independent and ready to learn.

Special Educational Needs and Safeguarding

We recognise that some children with SEND—or whose home circumstances affect their toileting development—may arrive at school with under-developed skills. If a child's toileting needs are substantially different from age-related expectations, they will be supported through:

- **A personalised Toileting or Individual Health Care Plan**, agreed with parents/carers and health professionals.
- **SEND support** under the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE & DHSC; last updated 12 September 2024) [gov.uk](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92664/SEND_Code_of_Practice_0_to_25_years.pdf).

These plans will be reviewed at least termly. If limited progress is made over half a term, the SENDCo, class staff and family will consider a referral for specialist assessment (e.g., via the GP or paediatric continence service).

Children with an existing Education, Health and Care Plan (EHCP) will have toileting objectives and provision set out clearly in their plan. Where specialist equipment or adaptations are needed beyond standard facilities, we will work with families and, following assessments by occupational or physiotherapists, seek timely funding from the local authority.

Assisting with personal care is not regulated activity requiring constant supervision, but staff always follow our safeguarding policies in line with **Keeping Children Safe in Education** (DfE; updated September 2024) assets.publishing.service.gov.uk/learning.nspcc.org.uk and **Working Together to Safeguard Children** (DfE; December 2023) somersetsafeguardingchildren.org.uk. All staff hold enhanced DBS checks; best practice is for the adult providing intimate care to inform the class teacher or a colleague—and record the intervention—before proceeding.

Under the **Equality Act 2010**, we must make reasonable adjustments and cannot discriminate against children whose continence develops later than their peers legislation.gov.uk. Leaving a child in soiled clothing without support may constitute neglect; if a child repeatedly arrives at school in soiled clothing despite agreed plans, or if we have welfare concerns, staff will involve the Designated Safeguarding Lead immediately and follow our child-protection procedures.

Intimate Care

At The Grange Primary, we are committed to ensuring that all staff responsible for intimate care duties operate with the highest professionalism, respect and sensitivity. Every child's privacy, choice and dignity will be preserved at all times. Intimate care is provided in accordance with the Equality Act 2010 and the Children and Families Act 2014, and with reference to Supporting Pupils at School with Medical Conditions (DfE; last updated 16 August 2017) gov.uk. All staff are alert to child-protection issues and follow Keeping Children Safe in Education (DfE; 2 September 2024) assets.publishing.service.gov.uk and Working Together to Safeguard Children (DfE; December 2023) assets.publishing.service.gov.uk.

Definition

Intimate care covers any procedure that involves washing or touching a child's private areas, or assisting with toileting, personal hygiene or specialized medical procedures (e.g., administration of rectal diazepam). Only staff who have been trained and assessed as competent (e.g., in moving and handling or clinical interventions) will carry out these tasks.

Best Practice

- **Individual Planning:** Each child requiring intimate care will have a bespoke plan (for example, a Toileting Plan or Individual Health Care Plan) developed in partnership with parents/carers, the SENDCo and any relevant health professionals, in line with the SEND Code of Practice: 0 to 25 years (DfE & DHSC; last updated 12 September 2024) gov.uk.
- **Respect and Independence:** Staff encourage children to participate as fully as possible, promoting independence and self-esteem. Plans will be revisited termly (or sooner if needs change).
- **Training and Environment:** All practitioners receive regular training in intimate care, safeguarding and confidentiality. Facilities and equipment (e.g., appropriate changing areas, hoists, privacy screens) are provided following any occupational or physiotherapy assessment.

Safeguarding

- **Single-Adult Care:** There is no legal requirement for two adults to be present. However,

the member of staff providing care will inform a colleague or the class teacher beforehand, and record all interventions.

- **Child Protection Concerns:** Any marks, bruises or distress noted during intimate care will be reported immediately to the Designated Safeguarding Lead and managed in accordance with Keeping Children Safe in Education (DfE; 2 September 2024) assets.publishing.service.gov.uk.
- **Equality and Non-Discrimination:** We make reasonable adjustments for children whose continence develops later than peers, as required by the Equality Act 2010. Leaving a child in soiled clothing without support is unacceptable and may be regarded as neglect; in such cases, the DSL will follow our child-protection procedures.

Partnership with Families

Intimate care arrangements are negotiated and documented with parents/carers before a child's first day, and reviewed regularly. We respect cultural and religious preferences and aim for transparent, supportive communication, ensuring families feel confident in our approach.

Monitoring and Review

The Head Teacher, SENDCo and Designated Safeguarding Lead monitor this policy's implementation and effectiveness. Amendments are reported to governors, and the policy is reviewed annually or in response to significant changes in guidance or legislation.

Further Information and Guidance

ERIC – The Children's Bowel & Bladder Charity

Helpline: 0808 169 9949

Email: info@eric.org.uk

Website: <https://www.eric.org.uk> [bbuk.org.uk](https://www.bbuk.org.uk)

Bowel & Bladder UK – Schools Resources

Free, editable sample care plans, intimate-care policies and "toilet charters" for nurseries, schools and colleges:

<https://www.bbuk.org.uk/children-young-people/resources-for-children/> [bbuk.org.uk](https://www.bbuk.org.uk)

NICE Clinical Guideline 111 "Nocturnal enuresis: the management of bedwetting in under 19s"

Covers assessment, advice on fluid/diet, alarms, desmopressin, and when to refer; last reviewed 21 November 2018 [nice.org.uk](https://www.nice.org.uk)

NICE Quality Standard QS37 "Bedwetting in children and young people"

Sets out on-school expectations and care-planning checkpoints; published June 2015

Paediatric Continence Forum – Paediatric Continence Commissioning Guide

NICE-accredited handbook for designing community paediatric continence services; 2014 [nice.org.uk](https://www.nice.org.uk)

Department for Education – Supporting pupils at school with medical conditions

Statutory guidance, last updated April 2024

Department for Education – Keeping Children Safe in Education

Statutory guidance for safeguarding, last updated September 2024

Department for Education – Working Together to Safeguard Children

Statutory multi-agency guidance, last updated December 2023

Early Years and the Disability Discrimination Act 1995 www.surestart.gov.uk/publications

Appendix 1: Home/School Management Agreement

Appendix 2: Procedure for Changing a Nappy/Soiled or Wet Pants (child lying down)

Appendix 3: Personal Care Plan

Appendix 4: Permission for schools to provide intimate care

Appendix 1: Home–School Partnership Agreement

To ensure your child feels confident, comfortable and supported, we work together to meet their toileting needs.

Parents and Carers will:

- Ensure their child is changed at the latest possible time before arriving at school.
- Provide any nappies, specialist wipes and a complete change of clothes, clearly labelled.
- Share with us any health or skin concerns (marks, rashes or discomfort) so we can monitor and act promptly.
- Agree with staff how often their child should be checked or changed during the school day.
- Review and adjust arrangements as needed, in partnership with school staff.
- Encourage and celebrate their child's growing independence in toileting wherever possible.

The School will:

- Attend to any accidents promptly and discreetly, changing the child as needed.
- Follow the agreed schedule for routine checks and minimum change frequency.
- Keep parents informed if we notice any skin irritation, distress or unexpected changes in their child's toileting.
- Review the plan regularly with families—at least every term, or sooner if circumstances change.
- Support each child to take an active part in their toileting routine, building skills and confidence.
- Respect and accommodate cultural or religious practices relating to personal care.

By working as a team—sharing information, resources and encouragement—we ensure every child enjoys a positive, dignified toileting experience that supports their wellbeing and learning.

Appendix 2 : Procedure for Changing a Child (Lying Down)

When a standing change isn't possible, follow these steps to ensure dignity, hygiene and comfort:

1. Offer a Standing Change First

If the child can stand safely in a cubicle, encourage this – it builds independence and requires less staff assistance.

2. Prepare and Protect

- Wash your hands thoroughly.
- Lay out the changing mat/table, disposable liner (if used), gloves and all supplies within easy reach.

3. Position the Child

- Gently help the child onto the mat or table, covering them with a clean towel or cloth if you wish to maintain privacy.

4. Glove Up

Put on fresh disposable gloves before touching any soiled clothing or skin.

5. Remove Soiled Items

- Unfasten and remove the nappy or wet/soiled underwear.
- Fold the item in on itself to contain waste, and place it in the designated disposal bin.
- Any reusable clothes should be bagged and sent home with the child.

6. Clean Thoroughly

- Use wipes or warm water and mild soap to clean the child's skin, working from front to back.
- Pat dry with a clean towel or disposable paper.

7. Fresh Nappy/Clothing

- Slide a clean nappy or underwear into place (or help the child dress in fresh clothes).
- Secure fastenings comfortably but snugly.

8. Tidy Up

- Dispose of gloves and wipes in the lined bin.

- Empty and reline the bin at least daily.
- Spray the changing surface with detergent or wipe with soap and water, then dry.

9. Final Hand Hygiene

Whether or not gloves were worn, wash your hands thoroughly before returning the child to their class.

By following this simple, respectful routine, we ensure every change is safe, efficient and as positive an experience as possible.

Appendix 3: Personal Care Plan for children wearing nappies/ pull-ups in school

Child's name	
Who will change the child?	
How will the child be changed? e.g. standing up in a toilet cubicle, lying down on a mat on the floor	
Who will provide the resources? e.g. wipes, nappies, disposable gloves and where will they be stored.	
How will wet / soiled clothes be returned?	
Minimum number of changes agreed	
How will the child be encouraged to participate in the procedure?	
Any other relevant information	
Completed by	
Date of Plan	
Date to review Plan:	

Parent/Carer: This plan has been discussed with me and I have contributed to it. I agree to change my child at the last possible moment before he/she comes to school, provide the resources indicated above and encourage my child's participation in toileting procedures at home as appropriate and where possible.

Signed:

Appendix 4: Permission for school to provide intimate care

Name of child	
DOB	
Parent/carer name	
Address	
I understand that:	I give permission to the school to provide appropriate intimate care support to my child e.g. changing soiled clothing, washing and toileting. I will advise the Head Teacher, SENDCo or The Designated Safeguarding Lead of any medical complaint my child may have which affects issues of intimate care.
Signed	
Relationship to child	
Date	

