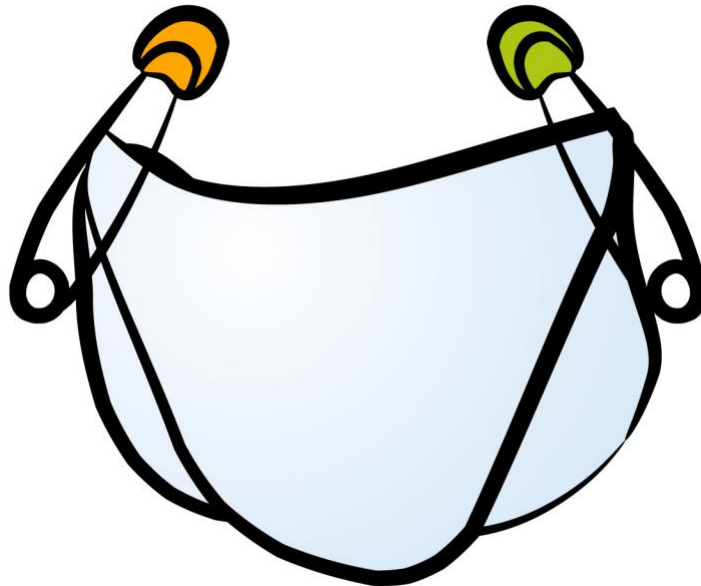




# WOOLGROVE SCHOOL

## Intimate Care Policy



Equal opportunities lie at the heart of all that we do at Woolgrove. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school'.

## **Intimate Care**

Intimate care is any care which involves washing, touching or carrying out an invasive procedure which are children are unable to do for themselves arising from the child's stage of development.

Intimate care may involve helping with drinking, eating, dressing, toileting or comforting. In most cases at school intimate care will involve procedures to do with personal hygiene.

Staff at Woolgrove providing intimate care are aware of the need to adhere to good Child Protection practice in order to minimise the risks for both the children and themselves. All school staff are supported and trained so that they feel confident in their practice.

In order to best meet the needs of the children when they are with us *all* children have an intimate care agreement which is signed by parents/carers. Individual agreements between parents and the school with regard to intimate care are written.

### **Guidelines for changing nappies (pads)**

Children who are not yet fully toilet trained will require their nappies or pull-ups (pads) to be regularly checked and changed. A personalised intimate care agreement should be written and signed by parents and the class teacher. (Appendix 1)

### **Who should change nappies?**

Any member of staff who is DBS checked has a responsibility to change a child's nappy should it be soiled. Children should be changed at lunchtime, at home time and at any other time during the day should it be necessary.

### **Where should nappies be changed?**

Nappies or soiled clothing should be changed in the changing area/sluice room in the toilet area or in cubicles in classroom toilets. If necessary, the child should lay on the changing bed or a changing mat to be changed and not on the floor. Privacy and dignity should be maintained at all times. The door to the toilet should remain closed during this time.

### **What resources will be used?**

Parents should provide nappies, nappy sacks, wipes and spare clothing for children who may require it throughout the school day. Some classes may have a small stock of nappy sacks, wipes, spare clothing and nappies, which can be used if a parent has forgotten to send in these items. However, parents should be asked to send in these items as quickly as possible as the school will not have an endless supply. A letter asking parents to send in the required items should be sent out. (Appendix 2)

### **How will the nappy be disposed of?**

Soiled nappies should be double wrapped and placed in the hygienic disposal unit.

### **What infection control measures are in place?**

- Staff should wear PPE (face mask, disposable gloves and aprons, if necessary) when dealing with soiled clothing, nappies and other intimate care.
- The changing area should be cleaned after use.
- Hot water and soap should be available to wash hands after the task has been completed.
- Paper towels should be available for drying hands.

### **What staff should do if the child is unduly distressed by the experience?**

If a child is unduly distressed about having their nappy changed, parents should be contacted to discuss the matter. A plan should be put into place for individual children, which can include a social story.

### **What staff should do if marks or injuries are noticed on a child**

Staff should follow the procedure as outlined in the child protection policy.

### **Parent/carer information and support**









For children over 5, parent/carers can request a referral to the school nursing team to see if continence products can be provided. They will need to do an initial assessment to assess whether products are suitable, if a toileting programme is appropriate or they need further investigations or not. The Family Support Worker at Woolgrove can support parents and carers with this referral.

Further information about toileting at Woolgrove is available to Parents in the Toileting at Woolgrove School booklet (Appendix 6).

Class teachers and Parents should work together to complete the Stages of Toilet Training (Appendix 4) and design an individualised plan (Appendix 5) including targets for a child who is using nappies/pads. This should be reviewed regularly to ensure that children are being supported to progress with their toileting skills.



## Changing nappies

-  Make sure another adult knows what you are doing!
-  Change nappies in a cubicle or sluice room. (Be aware of privacy).
-  Encourage children to help as much as possible!
-  Children should lie on a changing mat or bed if necessary, NOT on the floor.
-  Wear a mask, gloves and an apron (if necessary).
-  Place nappies in a nappy sack, tie and put into the hygienic waste disposal unit.
-  Clean the area / changing mat afterwards.
-  Wash your hands with hot water and soap afterwards! (Antibacterial cleanser).



## Woolgrove School Intimate Care Agreement

In order to best meet the needs of your children when they are with us we would like to set up an individual agreement between parents and the school with regard to intimate care. Intimate care is any care which involves washing, touching or carrying out an invasive procedure which the children are unable to do for themselves arising from the child's stage of development. There may also be other occasions, such as when a child is ill or has an accident, when intimate care will need to be carried out by a member of staff.

Intimate care may involve helping with drinking, eating, dressing, toileting or comforting. In most cases at school intimate care will involve procedures to do with personal hygiene. Staff at Woolgrove providing intimate care are aware for the need to adhere to good Child Protection practice in order to minimise the risks for both the children and themselves. All school staff are supported and trained so that they feel confident in their practice.

Name of child .....

- To change soiled clothing and clean as necessary. To change nappies/pull ups/ underwear and clean as necessary (delete as necessary)
- To assist with wiping and cleaning after toileting if necessary
- To comfort if distressed
- To assist with cleaning hands and face when dirty
- To assist with showering if necessary
- To assist with drying and dressing before and after swimming
- To provide other forms of intimate care in the case of illness, accident or an unexpected incident i.e. getting muddy outside
- To apply sun cream

I give permission to Woolgrove to provide appropriate intimate care to my child during their time at the school. I understand that this will generally be carried out by staff from my child's class, but may also be done by another member of staff.

The staff involved in intimate care need to know the following information. Please write any information that you feel is necessary below e.g. your child doesn't like being wiped by cold baby wipes. Please continue on the other side if required.

Signed..... Parent/Carer      Date .....

Signed 

Lisa Hall, Head Teacher



# WOOLGROVE SCHOOL

Special Needs Academy  
Pryor Way, Letchworth, Herts, SG6 2PT  
Tel: 01462 622422 Fax: 01462 622022  
email: [admin@woolgrove.herts.sch.uk](mailto:admin@woolgrove.herts.sch.uk)  
Web: [www.woolgrove.herts.sch.uk](http://www.woolgrove.herts.sch.uk)



Headteacher  
**Mrs Lisa Hall**

Dear Parent/Carers,

Children who wear nappies will need a pack of nappies, wipes, nappy sacks and nappy rash cream if necessary, to be sent into school.

Children who are toilet training will require nappies/trainer pants/knickers or pull ups, depending on which training system is being used (this will have been decided between you and your child's class teacher), nappy sacks and wipes. They will also require several pairs of pants/knickers trousers/skirts and socks and at least two t-shirts and jumpers. Please ensure all clothing is named.

We have a limited amount of spare clothing to change children into if they require clean clothing. If your child gets sent home in school clothing please wash it and send back as soon as possible.

..... is running short of;

Nappies	Nappy sacks	Baby wipes	Cream
Knickers/pants	Socks	Trousers/Skirts	T-shirts
Jumpers	(Circle which item/items are running short)		

Please send these into school as soon as possible.

Thank you.

Name;

Observations – Over a one week period please observe your child and make notes about the following;

Is the nappy W = wet, D = dry, B = Bowel movement.

Note times of bowel movements

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning when they wake up							
Morning before school							
Morning	9.30 10.30 11.30 12.30	9.30 10.30 11.30 12.30	9.30 10.30 11.30 12.30	9.30 10.30 11.30 12.30	9.30 10.30 11.30 12.30	9.30 10.30 11.30 12.30	9.30 10.30 11.30 12.30
Afternoon	1.30 2.30	1.30 2.30	1.30 2.30	1.30 2.30	1.30 2.30	1.30 2.30	1.30 2.30
Arriving home from school							
Evening							

Questions;

How will the child communicate they need the toilet?

Boys – I would like my child to be taught to urinate standing up or sitting down?

<b>Stage 1</b>	<b>Home</b>	<b>School</b>
1. Go into the room where the toilet is.		
2. Have nappy changed in the room where the toilet is.		
3. Listen to an adult saying wet or dry when nappy is checked/changed. (Adult will smile when the nappy is dry and show a neutral expression when it is wet)		
4. Watch the contents of the nappy being put into the toilet. Listen to adult saying the phrase "Poo poo in the toilet" or similar (Phrase to be agreed with parents) Phrase to be used _____		
5. Use a baby wipe to clean self, hand over hand (After adult has already cleaned)		
6. Clean self with a baby wipe (After adult has already cleaned)		
7. Watch the toilet being flushed.		

<b>Stage 1b ONLY for children who resist sitting on the toilet</b>	<b>Home</b>	<b>School</b>
1. If possible go shopping and choose a toilet seat.		
2. Sit a toy on the seat.		
3. Sit on a potty seat on the floor.		
4. Sit with an adult on the toilet		
5. Sit on the toilet with a towel /cardboard / seat down.		
6. Sit and sing a song / until the sand timer runs out / timer goes off.		

<b>Stage 2 - using the toilet</b>	<b>Home</b>	<b>School</b>
1. Regularly sit on the toilet with pull up/nappy on, once per hour, 30 minutes after having a drink.		
2. Regularly sit on the toilet – nappy removed, once per hour, 30 minutes after having a drink.		
3. Urinate in the toilet when placed there by an adult. (some children may only complete this when their nappy is removed.)		
4. Wear knickers or pants over the pull up/nappy		

<b>Stage 3. Wearing pants / using pull ups / pant/knicker liners.</b>	<b>Home</b>	<b>School</b>
1. Wear pants/knickers inside the pull up.		
2. Wear pants without a pull up / liner. (Some children may need to wear liners due to bowel issues related to constipation)		
3. Shows some awareness of feeling wet / soiled.		
4. Ask / sign / indicate need for the toilet – not necessarily on time.		
5. Urinate in the toilet when placed there by an adult.		

<b>Stage 4. Wearing pants or knickers</b>	<b>Home</b>	<b>School</b>
1. Ask / sign / indicate / take self to the toilet – on time 50% of the time		



2. Ask / sign / indicate / take self to the toilet – on time 90% of the time		
3. Urinate in the toilet.		

<b>Stage 5 – Cleaning self and developing independence – when using the toilet regularly</b>	<b>Home</b>	<b>School</b>
1. Wipes front of self using tissue / baby wipe / toilet wipe		
2. Wipes back of self with hand over hand – after an adult has cleaned.		
3. Wipes back of self with hand over hand		
4. Wipes back of self and checks that tissue is clean before stopping – with adult support		
5. Wipes back of self and checks that tissue is clean before stopping.		
6. Flushes the toilet with a reminder.		
7. Flushes the toilet		
8. Washes hand with reminders.		
9. Washes hands independently.		

<b>Stage 5b – for children who don't like the toilet being flushed.</b>	<b>Home</b>	<b>School</b>
1. Stays in the room furthest point away from the toilet while the toilet is flushed by an adult		
2. Gradually move closer - Specify places below		
3. Stands next to toilet while it is being flushed with an adult.		
4. Flushes with support from an adult		
5. Flushes the toilet with a reminder.		
6. Flushes the toilet independently		

<b>Stage 6 a – releasing bowels – children who won't do this on the toilet.</b>	<b>Home</b>	<b>School</b>
1. Stay in the toilet area to release bowels – if using a nappy.		
2. Sit on the toilet whilst wearing a nappy to release their bowels		
3. Sit on the toilet with a nappy on with a hole cut in the back / nappy over the seat .		
4. Sit on the toilet with kitchen roll covering the hole / toilet tissue.		
5. Sit for 3-5 minutes on the toilet.		
6. Sit on the toilet when taken by an adult 10-30 minutes after eating a meal.		
7. Blow bubbles whilst sitting on the toilet.		





<b>Stage 6b - releasing bowels</b>	<b>Home</b>	<b>School</b>
1. Sit for 3-5 minutes on the toilet.		
2. Sit on the toilet when taken by an adult 10-30 minutes after eating a meal.		
3. Release bowels on the toilet when taken by an adult.		
4. Request the toilet for a bowel movement and release bowels on the toilet.		


<b>Stage 7 – toilet training at night.</b>	<b>Home</b>	<b>School</b>
1. Reduce liquids 1 to 2 hours before bedtime.		
2. During the night/evening at some point, lift your child and place them on the toilet to urinate and then place them back into bed.		
<b>Stage 7b - toilet training at night.</b>	<b>Home</b>	<b>School</b>
1. Nappy / pull up is generally dry overnight.		
2. Remove nappy / pull up – buy plastic sheet to go on mattress under bed sheet. (Social story used to explain what to do if they need the toilet in the night.)		
3. Keep toilet light/landing light on to support child to go to the toilet. (If concerned a potty could be left in the child’s bedroom overnight)		







<b>Managing clothing – Stage 1</b>	<b>Home</b>	<b>School</b>
Pull down pull up/remove tabs on nappy with hand over hand support.		
Pull down pull up/remove tabs on nappy		
Pull up pull up/fasten tab on nappy with support		
Pull up pull up/fasten tab on nappy independently		
<b>Managing clothing – Stage 2</b>	<b>Home</b>	<b>School</b>
Pull down pants/knickers with hand over hand support.		
Pull down pants/knickers		
Pull up front of pants/knickers from top of legs with support.		
Pull up front of pants/knickers from top of legs		
Pull up front and back of pants/knickers from top of legs with support for the back		
Pull up front and back of pants/knickers from top of legs		
Pull up front and back of pants/knickers from knees		
Pull up front and back of pants/knickers from ankles.		
<b>Managing clothing – Stage 3</b>	<b>Home</b>	<b>School</b>
Pull up front of trousers/tights hand over hand.		
Pull up front and back of trousers hand over hand.		
Pull up front of trousers/tights from top of legs independently		
Pull up back and front of trousers/tights from top of legs independently		
Pull up front of trousers/tights from knees independently		
Pull up back and front of trousers/tights from knees independently		
Pull up front of trousers/tights from bottom of legs independently		
Pull up back and front of trousers/tights from bottom of legs independently		
Fasten trousers with support		
Fasten trousers independently		













<b>Managing clothing – Stage 3 – Girls</b>	<b>Home</b>	<b>School</b>
Lift skirt with support.		
Lift skirt independently and sit on the toilet making sure clothing is moved out of the way.		














<b>Washing hands</b>	<b>Home</b>	<b>School</b>
Turn on the tap with support.		
Turn on the tap independently.		
Add soap to their hands with support.		
Add soap independently.		
Rub hands together and clean all parts of the hand with support/reminders.		
Rub hands together and clean all parts of the hand independently.		
Rinse hands to remove soap with support.		
Rinse hands to remove soap independently.		
Find towel and dry hands with support.		
Find towel and dry hands independently		










 My  
 talking  
 plan  
 Name: \_\_\_\_\_







 What  
 okay  
 am I  
 eat?

 What  
 name  
 step  
 am I  
 working  
 towards? (SMART)

 What  
 special  
 words  
 all  
 anyone  
 eat?  
 What  
 is  
 my favourite  
 my  
 to  
 communicate?

 What  
 record  
 all  
 I  
 get  
 when  
 I  
 my hand  
 to  
 achieve  
 my  
 name  
 step?

 how  
 all  
 anyone  
 how far  
 I  
 am  
 step?  
 how  
 many?

 when  
 all  
 are  
 what  
 my  
 program?

Date:

Child:

Parent/carer:

Teacher:

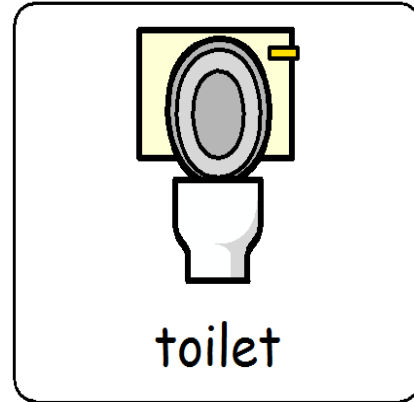
### **Who can I talk to?**

- Your first port of call will generally be with your child's class teacher. Together you will write your child's toileting plan with the intention of keeping each other involved and informed every step of the way. If your child is finding something tricky at home we are happy to discuss and support where possible.
- Anne Linell our family link worker will be able to provide with further assistance.
- Every term you will be invited to your child's class tea party - this will be a great opportunity to share your experiences with other parents.
- For children over 5, nappies and continence pads are available from the bladder and bowel service. If you are interested, they will need to do an initial assessment to assess whether products are suitable, if a toileting program is appropriate or they need further investigations. The contact details for this service are; 01438-492500.
- The school nurse can be contacted if you require medical advice and/or support with your child's toileting. Lisa Newton, 01462 492500.

### **Contact Us**

Woolgrove School Tel: 01462 622422  
Email: [admin@woolgrove.herts.sch.uk](mailto:admin@woolgrove.herts.sch.uk)

# Toileting at Woolgrove School



Vicky Litchfield.  
January 2021  
Review date January 2024

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## What might go wrong?

### ***What happens if my child does not achieve their target?***

If your child is unable to achieve their target with support from all adults involved then their target will simply be reviewed and split in to smaller and more manageable steps.

### ***What happens if my child has an accident?***

It would be almost impossible for your child to become independent in toileting without some accidents along the way. No child or adult is able to prevent every accident from happening. A positive reaction to any problem will put your child at ease and reassure them that there is nothing to worry about when learning how to go to the toilet.

### ***What happens when my child is with their carer / grandparent / childminder?***

The toileting plan will be written with all adults taken into consideration. This plan will be available for you to share with them as much as it will be available for class teachers to share with the key adults your child comes into contact with at school.

Vicky Litchfield.  
January 2021  
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# What will I need to provide?

Depending on what stage your child is working towards we may need you to provide the following. Everything sent in to school must be named.

## ***Early stages of toileting***

- Nappies
- Swimming nappies
- Nappy sacks
- Wipes
- Changes of clothes (including tops and bottoms)
- Plastic bags for wet or soiled clothing to be returned.

# What does toileting look like at Woolgrove School?

## **Independence**

At Woolgrove School we strive to develop your child's independence in all areas including their learning, their self-help skills. This can range from children exploring where the toilets are and becoming familiar with nappy changing routines to being able to request and take themselves to the toilet without any adult support. We will assist each child in achieving their potential.

## **Inclusion**

Every child is different; every child will have differing abilities and this will include their toileting needs. We will encourage and support each child in reaching their own targets by following an agreed toileting plan constructed by parents and staff collectively.

## **Involvement**

We strongly believe that your child will progress with their toileting abilities with greater success when the same strategies, vocabulary and structure are implemented both at home and school. By agreeing on a plan, we hope that the child will be relieved of any stress or worries about toileting.

Vicky Litchfield.  
January 2021  
Review date January 2024

## What stages can I expect to see?

### **Every child will progress through the stages of toileting in different ways.**

*Some may find toileting during the day easy but struggle to stay dry at night, whereas others may find it easy to use the toilet at home but find it hard to adjust to using toilets in different places.*

Your child will not be compared to other children and they will not be expected to master every step in a certain order. They may accomplish steps without any support required and some steps may take an extended period of time to achieve.

### **Stages of toileting**

It is likely that your child will be working towards the following:

- Understanding they have a wet or soiled nappy.
- Recognising that they need to empty their bladder or bowels.
- Communicates their need for the toilet. (sign, symbol, gesture)
- Comfortable to be in the toilet / bathroom area.
- Content to sit on the toilet (with or without a nappy on)
- Able to empty their bladder or bowels on the toilet.
- Able to wipe themselves.
- Remembering to flush the toilet.
- Washing and drying their hands.

## What will happen?

You will be asked to attend a meeting with your child and your child's class teacher. In this meeting you will work together to create a toileting plan for your child which can be followed by all adults at home and at school.

### **Toileting Plan and Intimate Care Agreement**

Your child's toileting plan will include the following:

- A clear indication of the stages your child is able to complete independently.
- A SMART target (specific, measurable, attainable, relevant, time bound) which all adults will be working towards. e.g. to sit on the toilet for a count of 6, 6 times a day.
- Your child's preferred method of communication e.g. PEC's symbols, gesture, sign language
- The language to be used in order to achieve this target e.g. your child may have special words they like to use.
- An agreed form of contact about your child's progress, e.g. home/school books.
- An agreed time to review your child's achievements and any difficulties you or they may be having e.g. parents evening.
- A reward plan which is relevant to your child's interests.

You will be asked to sign an Intimate Care Agreement detailing who and how your child will be changed and cleaned.

Vicky Litchfield.  
January 2021  
Review date January 2024