

General Welfare Requirement: Safeguarding and Promoting Children's Welfare

The provider must promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill.



Promoting health and hygiene

Intimate care and comforters

Policy statement

Toileting, nappy changing and personal hygiene routines

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not, yet toilet trained. Any children in the preschool room who are in nappies for any diagnosed medical reason are taken into the Explorers room (0-3 years) to have their nappy changed. Any children regardless of their age starting at Hollyfield Preschool Nursery in nappies will initially begin their journey in the Explorer's room unless it is just extra support that a child needs and that with support from nursery staff, it is clear that a child can be toilet trained and then they will begin their journey in the Discoverers room where toilet training will begin straight away.

Extra contact will be made with the family to determine whether the problem is a SEN delay or the child just needs some extra support. More dedicated time can be given to this cohort of children in supporting them with toilet training in the Explorers room, but careful consideration and consultation will be made with parents before a final decision is made.

Children already in the Explorers room who have not sufficiently toilet trained will have to remain in the room until trained and will only be moved into the Discoverers room when and if a space becomes available. We see toilet training as a self-care skill that children can learn with the full support and non-judgemental concern of adults.

Comforters

We understand that children can become attached to a range of comforters. However, these can often have a huge impact on the child's learning, whether it restricts them to use both hands due to holding a comforter or their speech being delayed where a dummy is constantly in their mouth.

We would urge parents to try and refrain from allowing their child to enter the setting with a comforter but understand that this might be necessary on some occasions. When your child is completely settled at their session, a member of staff will sensitively remove the comforter so that the child can go off and explore. It will be initially placed on the side so the child has access to it when needed before being moved to the child's box or bag and will be given back for sleep time and if the child is upset at any time throughout the day.

It is vital that staff use comforters with very young children, but it becomes ineffective when they are left with it all day. It also has hygiene complications as a dummy can be dropped on the floor and possibly stood on by other children and a blanket/toy is often dragged around the floor

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

Our Nursery Values 'SPARKLE'

S – We provide **Security** which enables **Self-belief**. This in turn makes each child feel **Special** which gives **Strength** of character.

P – **Practitioners** teach with **Passion** and support children in being **Playful, Persistent** and **Proud** learners

A – We help children to successfully **Adapt** to new environments and routines. This means children feel secure to **Actively Achieve** their goals.

R – Practitioners strive to have positive and open **Relationships** with all families who come to nursery. We support our children to be **Responsible** and **Resilient** learners

K – Our children are **Keen** learners who show **Kindness** to all around them with support from our positive behaviour systems. Children are **Knowledgeable** about their rights and help each other to stay safe as well as express their feelings.

L – Our **Leadership** is robust and fosters a **Loving** environment both for practitioners and children to have a **Love** for **Learning**

E – We ensure **Equality** which supports **Empowerment** in taking steps in our own learning. Children and staff are **Enthusiastic** and **Eager** to keep learning

The UN Convention on the Rights of the child

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

UNIVERSAL – Rights are for all children all over the world

INHERENT – All children are born with these rights

INALIENABLE – Rights cannot be taken away

UNCONDITIONAL – Rights do not have to be earned

INDIVISIBLE – All rights are equally important

Article 3: Best interests of the child

The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12: Respect for the views of the child

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13: Freedom of expression

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14: Freedom of thought, belief and religion

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 19: Protection from violence, abuse and neglect

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 23: Children with a disability

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 28: Right to education

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in nursery's must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29: Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30: Culture

Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 31: Leisure, play and culture

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

Aims

The aims of this policy and associated guidance are:

- To safeguard the rights and promote the welfare of children
- To provide guidance and reassurance to staff who are required to change a child's nappy
- To assure parents/carers that staff are knowledgeable about personal care and that their individual concerns are considered
- To protect children from discrimination, and ensure inclusion for all

Basic Principles

At Hollyfield Preschool Nursery we will bear in mind the following principles when nappy changing

- Children have the right to feel safe and secure
- Children will be respected and valued as individuals
- Children have a right to privacy/dignity when staff are meeting their needs
- Children are supported in their understanding of toileting and personal hygiene procedures so that they are led to independence

Vulnerability to Abuse

We will ensure that all staff are familiar with our Safeguarding Children Policy and Procedures to develop children's resilience and to protect them from any form of abuse. It is important that children are changed in reassuring and caring way by their key person or another member of staff they have a close relationship with, and it is important that we signal our intention to change a

child's nappy and ask for the child's consent, as appropriate for their development. That means we do not give children the message that just anyone can pick them up, take them off and undress them.

Staff should always change children when there is a colleague in the room, in the nappy-changing areas which allow for privacy, but which are not closed off. This is part of making sure we have a culture of open-ness which safeguards children and ensures all adults follow safe working practices.

In the nappy changing area, staff must ensure that the area is not obscured. Staff must position themselves where they can be seen from the room. It is essential that if any member of staff has a concern about safe and appropriate nappy changing that they raise their concern immediately with the safeguarding team.

Working with Parents/Carers

We will work with parents when attending to nappy changing routines.

- Where parents are present, i.e., during the settling in period, they will be asked to change their own child's nappy
- If a child has any disability or medical needs that may affect their personal care routine, a Health Care Plan will be drawn up in agreement with parents/carers.
- Parents will be asked when their child first starts at the nursery whether their child has any special words/actions/particular needs during their nappy changing procedure
- Any significant observations made during a nappy changing procedure will be notified to the parents through the daily care diary on tapestry or at the end of the session (i.e., badly soiled nappy/strong urine etc.)

Achieving Continence

At Hollyfield Preschool Nursery we will encourage all our children to achieve continence when they exhibit signs that they are ready. In addition, key people ensure that nappy changing is relaxed and a time to promote independence in young children. Once a child is ready to use a toilet, staff will continue to support intimate care and personal hygiene routines until the child is confidently able to do this independently.

Protection for Staff

As far as possible, nappy changing procedures will be carried out by the child's key person, protection being afforded to the single member of staff in the following ways:

- Staff will be trained in good working practices which comply with Health and Safety regulations.

- Staff will inform the room leader or other staff members discreetly that they are taking the child to carry out a care procedure
- If a situation occurs that causes staff concern, a second member of staff should be called if necessary and the incident reported to the room leader and recorded
- Where staff are concerned about a child's actions or comments whilst carrying out the personal care procedure, this should be recorded and discussed with the DSL immediately
- Risk assessments will be carried out for toileting and nappy changing procedures and all staff must have read them and adhere to them
- Staff will be trained in the area of intimate/personal care for children with specific needs and procedure for safe moving and handling
- Students will only change nappies, as part of their training, if they have developed a close and trusting relationship with the child and with the agreement of their room leader/mentor.
- Agency staff will not change nappies unless employed as a key person on a long-term basis
- Nappy changes will be recorded in the care diary of Tapestry for parents to see

Procedures

Nappy Changing Procedure

We will follow the nappy changing procedure below:

- Gather all the necessary items needed before each nappy change, for example, nappy, wipes, nappy sack, cream if necessary (where cream is used the child should have their own named cream and written permission obtained from the parent). It is a good idea to have a named box or bag for each child containing these items and spare clothes in case of accidents. Nappy cream, clearly labelled will be placed in the top cupboard in the quiet room so that children do not have access to this.
- Wash and dry your hands.
- Put on gloves and apron. You should use a new set of gloves and apron for each nappy change.
- Approach the child and say or sign that it's time for a nappy change. You may need to negotiate (e.g., "OK, I can see you're playing, but we need to change your nappy. We'll do it in 2 minutes"). You should never approach a child from behind, pick them up and take them for a nappy change.
- The child will climb up onto the changing unit using the steps provided with support of the key person at all times. The child will then carefully climb onto the steps to get themselves down, again with support of the staff member. If a child is unable to use the steps then staff will carefully place them on the changing mat making sure the staff member carries out good manual handling skills.

- Remove the child's clothing to access the nappy. Remove the nappy and if soiled place it inside the nappy sack.
- If the child's clothes are soiled, they should be bagged separately and sent home, they should not be rinsed by hand.
- Using the wipes, clean the child from front to back and place the used wipes inside the nappy or in the nappy sack. Tie the nappy sack and put it in the nappy bin. If it is just urine in the nappy then that can be placed straight into the nappy bin with the wipes securely inside the nappy.
- Put on a clean nappy and apply cream if necessary (see above).
- Take off the gloves and apron and place them in the nappy bin.
- Dress the child.
- Help the child to wash their hands if necessary, using liquid soap, warm water and paper towels.
- Wash your hands using liquid soap, warm water and paper towels.
- Clean the changing mat, surrounding area and underneath the mat before leaving to dry, so the changing area can be used straight away if needed. Then wash and dry your hands
- Take the child back to the Discoverers room or encourage to play if part of the Explorers room.
- The nappy bin is emptied every night if needed and placed in the yellow bags which are provided and are then put outside in the clinical waste bin. The bin is emptied every Friday by Birmingham City Council.

Toileting and changing older children

It is sometimes necessary to support older children in using the toilet and changing their clothing. This may be due to a toileting accident or through water play/forest school etc. Independence for young children is key in supporting their self-esteem and confidence so wherever possible, staff must foster this approach. When offering toileting support, we:

- Inform the room leader or another member of staff that you are taking a child into the toilet to support their needs
- Ask the child what they need help with and first talk them through what they need, for example, the child might just struggle with pulling their tights or trousers down.
- Once using the toilet, staff must step away, giving the child the privacy they need
- If the child needs help in wiping themselves, ask their permission to before entering a toilet cubical
- Try to foster independence by first talking through the necessary steps that the child needs to do to complete their task.

- If they still need support, ask the child for their permission for you to be able to wipe them yourself
- Encourage the child to pull up their own clothes and follow the usual personal hygiene routine of flushing and hand washing etc
- If an older child needs changing for any reason, always begin by asking them to find their own bag
- Talk the child through the process only offering as minimal support as possible which will be different for each individual child.
- Throughout toileting and changing routines, it is vital that staff continuously praise children for their efforts
- Children should be encouraged to put their own bag away again in their allotted area
- Wet or soiled clothes are to be wrapped up in nappy sacks and sent home to parents at the end of the session.
- Staff will speak to parents about the reasons for clothing changes at home times or through the care diary on tapestry.

Comforters

- Staff always have your child's best interests in mind and rest assured your child will be given what they need when necessary.
- Key persons will know who in their group requires a comforter and will communicate to staff when this might be needed.
- Staff will use distraction techniques to support the child when a comforter is sensitively removed.
- If a child has a dummy, staff will ask the child to remove it so that the child can express themselves through speech, sounds and gestures.
- Children are shown or told where their comforter is so that they know it isn't too far away.
- All comforters are to be placed in the child's box or bag. This is to be the case for all children so that all the staff know where to find them

This policy was adopted at Hollyfield Pre School Nursery's Staff meeting in January 2017

Date to be reviewed – March 2021

Signed on behalf of the management team –

Name of signatory –

Role of signatory -