



Carlton VC Primary School

EYFS Toilet Training Policy

Approved by: Mrs. J Bevis and School Governors **Date:** September 2023

Written by: Mrs. C Williams **Date:** August 2023

Last reviewed on:

Next review due by: December 2025

This policy is used alongside the Carlton VC Primary School EYFS Intimate Care Policy.

Introduction

Children are able to control their bladder and bowels when they are physically ready and when they want to be dry and clean. Every child is different. At Carlton VC Primary School we recognise the individuality of each child and work with both the child's development stage and parents' wishes. It is important to consider that most children can control their bowels before their bladder.

- *by age 1, most babies have stopped doing poos at night*
- *by age 2, some children will be dry during the day, but this is still quite early*
- *by age 3, 9 out of 10 children are dry most days – even then, all children have the odd accident, especially when they're excited, upset or absorbed in something else*
- *by age 4, most children are reliably dry during the day*

NHS How to potty Train

Aims

Carlton VC Primary School aims to support children's health, wellbeing and development by promoting effective potty training at an appropriate time. We support children in each developmental step they take including using the toilet. We as a school will work in partnership with parents to help the child gain independence using the toilet.

Objectives

- ◆ Child's individual needs are identified and met.
- ◆ Family's cultural preferences are considered.
- ◆ Potty training is a positive experience; family and child feel supported throughout.
- ◆ Communication between school and family is promoted before, during and after potty training.

Partnership with Parents

Carlton VC Primary School works closely with parents through the toilet training process and beyond. For potty training to go well, the child needs a consistent message to help them learn what they need to do. We ask parents to tell us what they are doing so that we can support potty training in the same way as them. A consistent approach to training at home and in the setting, including language used and deciding when to go nappy free make things easier for the child. If parents ask for advice we offer information about the best time and methods to introduce their child to the toilet at home. We do this by recommending advice from organisations such as:

- ◆ The NHS <https://www.nhs.uk/conditions/baby/babys-development/potty-training-and-bedwetting/how-to-potty-train/>
- ◆ The Charity Eric <https://eric.org.uk/potty-training/> ERIC's Helpline (0845 370 8008).
- ◆ The National Childbirth Trust (NCT) <https://www.nct.org.uk/baby-toddler/potty-training/how-do-i-know-when-start-potty-training-my-child>

Preparation:

- ◆ We include bladder and bowel health in initial discussion with parents when child joins the provision, for instance using ERIC resource Early Years Healthy Bladder and Bowel Assessment, for instance by providing ERIC leaflet Thinking about wee and poo now you've reached the age of two.

- ◆ Potty training can be a very daunting process for families. Carlton School will support families by discussing expectations of potty training, and providing information such as ERIC's Guide to Potty Training.
- ◆ Agreement to be reached either when Potty Training should start, or that further discussion will take place at appropriate age/stage of development.

Assessment of Readiness:

Recognising 'toilet ready' signs from the child – toileting is not age dependent but rather linked to children's physical and psychological readiness. Toilet readiness signs include:

- ◆ A dry nappy after a nap.
- ◆ Does the child tell an adult when their nappy is wet or dirty and they want to be changed?
- ◆ Does the child try to pull off their nappy or ask to wear pants?
- ◆ Is the child interested in sitting on a potty or toilet.
- ◆ Pooing at least one soft poo a day.
- ◆ Staying dry for at least an hour and a half between wees
- ◆ Showing interest in the toilet
- ◆ They can follow simple instructions
- ◆ Able to sit themselves on the potty and get up again
- ◆ Starting to show signs of awareness of when they have done a wee or a poo.
- ◆ Showing awareness that other family members and peers don't wear nappies, and that they use the toilet.

Children with additional needs may not show reliable signs of awareness. Potty training should not be delayed; it is much harder to achieve when the child is older. Readiness can be assessed by monitoring the child's wees and poos. Provider to offer information such as ERIC's Guide for Children with Additional Needs.

Procedures

Carlton Staff are sensitive to children's individual needs and have a range of resources to support them including books, role play resources and storytelling props. As children grow and develop it is important to support their growing independence and give them their own sense of achievement and autonomy.

Supporting toilet training:

- ◆ Toilets all have steps and child size toilet seats.
- ◆ Boys will be guided to sit down to wee for 4 reasons:
 1. In the early stages children cannot differentiate between the need for a wee and the need for a poo. If they wee standing up they may hold onto the poo and can easily become constipated.
 2. The correct mechanism of weeing is triggered by relaxation – it is much easier to relax when seated.
 3. They may empty their bladder better sitting down.
 4. It is more hygienic as they are less likely to wee on the floor/over the toilet seat.
- ◆ Optimum timing for toileting is observed –
 1. toilet visits planned for 20-30 minutes after meals (the most likely time for a child to poo)
 2. suitable interval left between prompts to wee (the bladder needs to be full to empty correctly)

3. Fluid intake is optimised – a minimum of 6 to 8 full cups of drink a day, spread evenly across the day.

- ◆ We will discuss clothing with family; family will ensure that the child is dressed in clothes that are easy to pull up and down, and will supply several spare pants, trousers, socks etc.
- ◆ We will work with family to ensure a consistent transition from nappies to pants in one step to avoid confusing the child with a mixture of nappies/pull-ups/pants.
- ◆ We will support family by sharing information regarding products to support transition such as washable, absorbent car seat protector/washable, absorbent pants/children's disposable pads and/or advise about putting nappy over pants for travelling, so if the child wees they are aware of the sensation of feeling wet.
- ◆ Early years staff will maintain calm, supportive approach at all times; children will not be rushed or forced to use the potty against their will.
- ◆ 'Accidents' are to be expected – children learn to recognise the sensation of needing a wee/poo by wetting/soiling.
- ◆ All staff and family to ensure child is regularly encouraged and praised. N.B. aim to recognise achievable goals such as sitting on the potty when asked to do so. Keeping pants dry may be an unachievable goal initially
- ◆ Toilet paper is within reach of the children.
- ◆ Staff support children to learn that washing their hands after using the toilet is an important healthy part of the routine
- ◆ Staff use clear vocabulary, which is agreed with parents, when verbally supporting children to remind and explain what the child is doing and what to do next.
- ◆ Staff will always ask the child's permission to help in any way.

If a child has a toileting accident, staff will clean them up immediately and support them to change into clean clothing.

Communication

- ◆ We will ensure all staff are aware of each child's current stage of potty training to provide a consistent approach.
- ◆ Class dojo, and verbal communication will be used to share successes and challenges with parents.
- ◆ Regular updates will be shared with parents with the expectation that they will share information about progress at home. Potty training is a joint effort!

Trouble shooting

- ◆ Early years staff will be alert for possible constipation; incidence is raised during potty training as some children find poeing into the potty/toilet frightening. See ERIC's Guide to Children's Bowel Problems for further information.
- ◆ If toilet avoidance is observed information to be provided - see ERIC factsheet Children who will only poo in a nappy and other toilet avoider.
- ◆ If child does not appear to be making progress, or regresses, staff will look again at child's bowel habit and fluid intake. Early Years Healthy Bladder and Bowel Assessment may be repeated. Staff will instigate discussion with family to consider abandoning process, allowing time to improve bladder and bowel health and to better prepare the child, starting again after a suitable interval.
- ◆ If ongoing bladder/bowel issues, information such as ERIC leaflet Thinking about wee and poo now you're on the way to school may be shared with family and prospective school.

If you have any questions about our Policy / Procedures or would like to make any comments, please ask.

POTTY TRAINING FLOWCHART

