

St Luke's Primary School



St Luke's School EYFS Toileting Policy 2025

As a Rights Respecting School our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

Article 3: Best Interests of the Child - Ensure that all actions concerning children are focused on their best interests. In terms of toileting, this means providing a safe, supportive, and respectful environment.

Article 6: Right to Life, Survival and Development - This article emphasizes the importance of a child's development. Providing appropriate toileting facilities is essential for their health and wellbeing.

Article 12: Respect for the Views of the Child - Encourage children to express their needs and preferences regarding toileting, ensuring they feel heard and respected.

Article 19: Protection from All Forms of Violence - Protect children from any form of harm or abuse, ensuring privacy and dignity during toileting.

Article 24: Right to Health - Ensure access to appropriate facilities that support children's health and hygiene.

Article 28: Right to Education - Acknowledge the role of adequate toileting facilities in enabling full participation in educational activities.

Introduction

This policy provides guidance on good practice to the Early Years team on promoting inclusion and ensuring the wellbeing of all children. It is important that the school ethos of developing strong and supportive partnership with parents informs all actions when dealing with sensitive issues of toileting.

Context

Whilst the majority of children at school starting age will be reliably toilet trained there are some children who take longer to achieve this. There are also children with additional needs who may not be toilet trained until they are considerably older and have rights and expectations under the Disability Discrimination Act 2001.

Children who are not yet toilet trained or who are still having "accidents" should have their needs met, whenever possible, within the school setting.

The school will follow the procedures below when dealing with wet or soiled children, understanding that this is a normal part of school practice.

Procedures

- Children should at all times be treated with a high level of care, dignity and sensitivity if they require changing.

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- It is expected that the Early Years team change children as soon as they need it. If this causes problems with ratios at busy times of day, then the DHT or HT should be informed and an extra member of staff requested from the school to help out. If the DHT or HT are unavailable a teaching assistant can be requested from another area of the school by phoning the office.
- The Early Years should have gloves, polythene bags for storing soiled clothing and wipes available for use in changing children.
- A log should be kept of when a child has been changed.
- Parents should be informed of these occasions with discretion and sensitivity, at the end of the day when they return to pick up their child. Whenever possible, this should be carried out in private.
- Children new to the Early Years can regress initially or 'forget' their training. They may have an accident particularly when playing in water and similarly when engaged deeply in play. This should be regarded as expected and dealt with in this light.
- If a child has regular accidents (**defined as three or more times a week**) then the class teacher should talk to the parent in private at the earliest opportunity as soon as a pattern emerges (after 2 weeks or more). The situation should be fully discussed and the possible reasons behind this explored.

See appendix I for a sample individual toileting programme that should be drawn up with the parent and keyworker.

On rare occasions it may be necessary to phone a parent if a child has had an episode of soiling during a session, if the child is very upset or ill and needs to go home. This procedure should not be used unless it has been agreed in advance of contacting parents with the DHT or HT. The child should have the soiling removed immediately and be cleaned up and left in clean clothes or pull-ups until the parents or carers arrive to take the child home.

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Appendix I

Exemplar of Individual Toileting Programme

Discuss the situation in private first with the parents\carers, focussing particularly on:-

- What is happening in the child's life? Have there been any recent changes in health, diet, home environment or routines (eg new baby, parental separation).
- Are there any routines or aspects of toilet area which are different from the child's experiences at home?
- Where might there be sources of anxiety about access to, or use of the toilets?
- Might there be anything else stopping the child from feeling relaxed about going to the toilet?
- Explain your policy and practice to parents and give them a copy.
- Find out if there is a pattern to when accidents happen (for example a particular time during the session or during particular play activities.) This may necessitate focussed observations.
- Feedback to parents on any findings.
- Draw up an individual toileting programme with the parent or carer.
- If a child has regular accidents it is appropriate to ask the parent to supply a regular change of clothing in a bag to be kept on their peg. The whole nursery team should know if this is the case and look for dry clothes on the peg before using the nursery clothes.

The programme

Agree with parents/carers that

Their child will be sent in pull ups or ordinary pants and not nappies (unless in very exceptional circumstances of additional support needs)

A programme will be set up for the child which:-

- Is compatible with the child's habits and patterns and all children's needs for privacy and appropriate care.
- Includes frequent visits to the toilet
- Fits well with the daily routine of the class so visits to the toilet can be predictable and consistent
- Allows accidents to be anticipated and therefore work towards preventing them
- May includes a reward system
- Includes record keeping so that progress and success can be measured
- Makes clear when feedback will be given to parents/carers on the child's progress
- Is shared and understood by the whole team

If necessary



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Consult external agencies with parental agreement for example Health Visitor or School Doctor only after you have considered the following:-

- Is the wetting or soiling unusual for the child's age or the stage of development?
- Has the toileting programme been unsuccessful?
- Have you made all the reasonable adjustments and minor alterations you can to make the child (and parent) feel more relaxed and confident about using the toilet?