

 **Brambles Community Pre-school**

**11.1 Potty Training Policy**

**Policy Statement**

**Aim**

To support children’s health, wellbeing and development by promoting effective potty training at the appropriate time.

**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.
* Brambles Preschool supplies families with information and signposts to sources of further information about bladder and bowel health and potty training such as ERIC website – [www.eric.org.uk](http://www.eric.org.uk) and ERIC’S Helpline (0845 370 8008).
* Communication between Brambles Preschool and family is promoted before, during and after potty training.

**Actions**

**Preparation:**

* Brambles Preschool to include bladder and bowel health in initial discussion with parents when child joins the provision, for instance using ERIC resources *Early Years Bladder and Bowel Assessment.* To include:
1. Child’s current fluid intake – quantity and type of fluid
2. Child’s current bowel habit – type of stool (Bristol Stool Chart) frequency of bowel actions, any behavior associated with pooing.

Opportunity to then be taken to advise early years staff and family on appropriate intake, recognition of constipation etc. 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. Providers will support families by discussing expectations of potty training, and providing information such as *ERIC’s Guide to Toilet Training.* Agreement to be reached either when Potty Training should start, or that further discussion will take place at an appropriate age/stage of development. N.B. Discussion should take place by the age of 18 months.
* Families will be supported to decide the best time to potty train their child. Brambles Preschool will explain why this is helpful for the same approach to be taken at home and in the early years setting, including using the same words for wee/poo/potty/toilet etc.

**Assessment of readiness:**

* The first stage of potty training is to recognize when the child is ready. It is essential that the child is: pooing at least one soft poo a day, staying dry for at least an hour and a half between wees. Other signs to look out for are: showing an 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. Brambles Preschool will offer information such as *ERIC’S Guide for Children with Additional Needs.*

**Delivery:**

* Brambles Preschool will ensure that: suitable facilities are offered- either potty, or toilet with suitable foot support and have child size toilets. Child needs to sit feet flat and firmly supported, knees above hips. Boys to be guided to sit down to wee – 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. The correct mechanism of weeing is triggering by relaxation – it is much easier to relax when seated. They may empty their bladder better sitting down. It is more hygienic as they are less likely to wee on the floor/over the toilet seat.
* Optimum time for toileting is observed- toilet visits planned for 20-30 minutes *after*  meals (the most likely time for a child to poo), suitable interval left between prompts to wee (the bladder needs to be *full* to empty correctly), fluid intake is optimized – a minimum of 6 to 8 full cups of drink a day, spread evenly across the day.
* Brambles Preschool 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.
* Brambles Preschool will work with the 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 etc. N.B. The child will still need a nappy for naps initially.
* Brambles Preschool will support the 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. Examples of products at [www.eric.org.uk/shop](http://www.eric.org.uk/shop)
* Early years staff to maintain calm, supportive approach at all times; children should not be rushed or forced to use the potty against their will. ‘Accidents’ are to be expected – children learn to recognize the sensation of needing a wee/poo by wetting/soiling.
* All staff and family ensure child is regularly encouraged and praised. N.B. aim to recognize *achievable* goals such as sitting on the potty when asked to do so. Keeping pants dry may be an unachievable goal initially.

**Communication:**

* Brambles Preschool will ensure all staff are aware of each child’s current stage of potty training to confirm consistent approach.
* Brambles Preschool will ensure a record is kept of successful potty/toilet visits as well as wetting/soiling incidents in order to monitor child’s progress. The child’s nappy book is to be used for recording this information.
* Regular updates to 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 to be alert for possible constipation; incidence is raised during potty training as some children find pooing 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 avoiders.*
* If a child does not appear to be making progress, or regresses, staff to look again at child’s bowel habit and fluid intake – see *ERIC’s Guide to Potty Training. Early Years Bladder and Bowel Assessment* may be repeated. Brambles Preschool to 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 your way to school* may be shared with family and prospective school.

**Please refer to attached Potty Training Flow Chart for more information.**

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| --- | --- | --- |
| This policy was adopted at a meeting of | Brambles Community Pre-school |  |
| Held on |  |  |
| Date to be reviewed |  |  |
| Signed on behalf of the provider |  |
| Name of signatory |  |
| Role of signatory (e.g. chair, director or owner) | Chairperson |

**Brambles Community Pre-School**

**Barrier Cream Permission Form**

**NAME OF CHILD.................................................................................................................................**

**CREAM USED.......................................................................................................................................**

**REASON FOR CREAM BEING USED..............................................................................................**

**…..............................................................................................................................................................**

**I AM THE PARENT/CARER OF THE ABOVE NAMED CHILD AND I GIVE MY PERMISSION FOR A MEMBER OF STAFF TO APPLY BARRIER CREAM TO MY CHILD AT NAPPY CHANGING.**

**SIGNED:...................................................................................**

**DATE:........................................................................................**