



TOILET LEARNING POLICY

RATIONALE:

We recognise that toilet learning is an important part of a child's development. In order to support the natural development of toileting, we prefer to give the children time to lead their own toilet learning and to not place pressure on the children to use the toilet. Children's emotional, physical and cognitive development will be respected during the toilet learning process and appropriate strategies will be employed to support this learning. We are not in a rush for any child to learn how to toilet themselves. A child's ability to toilet themselves does not affect how they are viewed by the teachers or how a child participates in the programme.

TE WHARIKI

Well being – Goal 1. Children experience an environment where their health is promoted.

PROCEDURES

- We recognise that the child's home and centre are different environments – a child's interest in toileting at home may be recognised before the child is interested in toileting at the centre. Teachers will respect the difference between environments and support in how the children would like to toilet at the centre.
- Teachers will follow the child's interest and give opportunities for children to use the toilet.
- Teachers will communicate with parents about if their child is interested in the toilet, or what has happened in regards to toileting throughout the day.
- Teachers will communicate with parents about how toileting is going at home and give guidance to parents regarding how toileting is going at the centre and if the child still requires nappies to be available just in case.
- Teacher will talk with children about the toilet learning process using language that promotes body awareness and how to take care of themselves. This includes offering children appropriate advice and hygiene support.
- There will be no material rewards offered at the centre other than praise for using the toilet.

Date: February 2025

Review Date: February 2027