



TOILET TRAINING POLICY



Toilet Training Policy Jonah Special School

It is the policy of Jonah Special School to ensure that our policies are in accordance with the ethos and values of Jonah Special School and in accordance with the Child Protection and D.E.S. Guidelines. We have endeavoured to highlight areas, which are relevant to all classes in Jonah Special School.

This policy is designed to safeguard both our students and staff and applies to all staff involved with the toilet training of students at Jonah Special School. It aims to support best practice in toilet training. If you cannot work within this policy for any reason please speak with the Principal.

For the purpose of this document the term Principal implies Senior Management i.e. Principal and Director of Education.

Introduction

Jonah Special School recognises that learning to use the toilet is a big event in a young person's life. Because toilet training is a complex process, there are many issues caregivers and families must consider before and during the process of toilet training for it to be a successful experience for everyone.

All children learn to use the toilet at a different stage in their life. Jonah Special Schools approach to toilet training is an inclusive model involving and supporting parents of the student and each program is completely individual to each student. It is imperative that each student is ready to learn to use the toilet. The school and parents will liaise with health professionals and support personnel from external services at the outset of toilet training and at the review stage. Enuresis occurs when individuals of a certain age have not learned to control emptying their bladder. Encopresis occurs when individuals of a certain age are not toilet trained in relation to bowel movements. Currently students entering Jonah Special School are of an age where toilet training would have been expected to have been successful (5 years of age). However, each case must be regarded as an individual and unique occurrence and assessed with regards to the individual student.

General Toilet Training Guidelines

1. For primary and secondary enuresis and encopresis medical advice must be sought by families to ensure their child is ready for toilet training and that no medical complications have arisen that would explain these conditions.
2. Diurnal enuresis will be targeted first by the school. Secondary enuresis and all instances of encopresis must first be referred to the students General Practitioner or relevant medical healthcare professional and a program will not be implemented until medical causes have been ruled out.
3. An initial review meeting will take place with the student's parents, teacher and the Director of Education to determine if the student has the appropriate prerequisite skills to begin a program and to outline a toileting program.
4. Toilet training procedures used in the school will be evidence based methodologies, appropriate to the level of the student and the procedures will be constantly monitored and updated as appropriate.
5. Toilet training will be approached in a calm and easy-going manner. Students will be appropriately rewarded for success but never punished for accidents. Occasional accidents are normal. Students will be cleaned and changed immediately. This will be done in a positive and reassuring manner and in line with our Intimate Care Policy.
6. Home-school communication will be paramount during toilet training.
7. The Director of Education and the student's teacher will provide advice on how to introduce toilet



training at home. This advice will be individual to each student and records will be kept outlining all advice given.

8. Parents will be encouraged to keep records of toileting success and accidents at home.
9. Parents will be asked to periodically complete a form outlining their child's level of independence when using the toilet. (See Appendix 1 for example).
10. The bathroom will be a child friendly area. Visual aids will be displayed in the bathroom area outlining all of the steps involved in successful toileting. These visual supports will be provided to parents for use in the home as well.
11. The school will follow the structured intervention program as outlined and agreed for each individual student and this will be closely monitored. A large variety of evidence based tactics can be drawn upon for each program and these include but are not limited to the following: dry pants checks, scheduled toileting, prompted mands, increase in liquid intake, prompt hierarchies and fading procedures, visual supports, enuresis mat or sensor and alarm and reinforcement strategies.
12. 10 minutes is the longest a student will ever be encouraged to remain on a toilet.
13. Age appropriateness will be considered when deciding on factors such as number of toilet trips, promotion of independence, respect of personal space and intimate care needs. This is particularly important for older students partaking in a toilet training program.
14. A focus of the intervention will be placed upon teaching a student to independently communicate their need to use the toilet (using verbals, PECS, Lámh, etc.).
15. Data will be kept by the school to track toilet training success (See Appendix 2 for example).
16. A review of progress will take place after three months.

Policy Review

It is fully acknowledged by all parties that this toilet training policy will be reviewed from time to time to ensure that it is kept up to date and that it retains its relevance. Ongoing evaluation and new approaches to education & DES guidelines may require this document to be modified.

Jonah Special School

Toilet Training Policy

This policy was adopted by the Board of Management of Jonah Special School at its meeting held on:

Ratified by the Jonah Board of Management on: _____

Date

Signed: _____

Principal

Signed: _____

Chairperson, Board of Management

Next Review Period: *September 2026*



Appendix 1

(This may be altered as appropriate to each individual students program)

Level of Independence in Toileting Skills Checklist

Child's name: _____ Current schedule if any _____

Definitions:

IND: Independent: **task or step is completed without direction or assistance by another**

VP: Verbal prompt: **only a verbal direction was required to start or complete the task or step**

GVP: Gestural + verbal: **verbal and gestural prompts combined were required**

FP: Full physical prompt: full physical: **full physical prompting was required**

Pic P: Picture Prompt: **A picture prompt was required to start/complete this step**

For each step of the toileting sequence, check off the HIGHEST level of prompting required to complete the step

Toileting sequence	Prompt level needed
1. Informing someone of the need to go	
2. Finding the toilet (moving towards the toilet/ washroom	
3. Undressing (pants, skirt, underwear and/or diaper off)	
4. Sitting on the toilet	
5. Wiping	
6. Flushing the toilet	
7. Redressing (pants, skirt, underwear and/or diaper on)	
8. Washing hands (water and soap used)	
9. Drying hands	



Appendix 2

(May be altered as appropriate to each individual students program)

Sample Toileting Data Sheet

Student: _____ Date: _____ Intervention Phase: _____

This data should be graphed as outlined in students' toileting protocol

Reason for going to toilet: mand, end of schedule, walked in by himself	Prompt	Actual time	Accident e.g. BM=bowel m w=wet	Success e.g. BM/W	Reinforcer	Initials
e.g. Mand	Pic P	1.30pm	---	BM+W	Praise and book	TC