

Tocumwal Pre-School

SECTION:	2 - Children's Health and Safety	
POLICY NO:	2.6.2	
POLICY:	Toileting	
REVIEW DATE:	7/6/18	DATE OF APPROVAL:

Introduction

Children can have specific health requirements and these often change over time and vary due to a range of factors. The centre will work closely with children and families to ensure that we support families and meet children's specific requirements for comfort and welfare in relation to daily routines including toileting. The centre will minimise the spread and risks of infectious diseases between children, other children and staff, by maintaining high standards of hygiene. Effective hygiene practices assist significantly in reducing the likelihood of children becoming ill due to cross-infection or as a result of exposure to materials, surfaces, body fluids or other substances that may cause infection or illness.

Goals – What are we going to do?

Ensure that the dignity of children is upheld, and that family practices and beliefs are respected when toileting or changing children. Consistent approaches between the home and the education and care environment allow children to gain confidence in their abilities and develop independence with their toileting skills. This consistent approach allows children to identify appropriate hygiene and toileting practices that will reduce the spread of infectious disease. Toileting facilities and practices that ensure ease of access, good supervision and support for children will enable children to develop toileting skills within a safe and secure environment. Routine and self-help activities enable educators to promote children's learning, meet individual needs and develop strong trusting relationships with children.

National Quality Framework, Quality Area 2: Children's Health and Safety

National Quality Standard 2.1 Each child's health and physical activity is supported and promoted

- 2.1.1 Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation

- 2.1.2 Effective illness and injury management and hygiene practices are promoted and implemented.

National Quality Framework Standard 2.3 Each child is protected

- 2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
- 2.2.3 Management, educators, and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse and neglect.

National Quality Framework, Quality Area 5 Relationships with children

National Quality Standard 5.1 Respectful and equitable relationships are maintained with each child

- 5.1.2 The dignity and rights of every child are maintained

National Quality Framework, Quality Area 6 Collaborative partnerships with families and communities

National Quality Standard 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role

- 6.1.3 Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

Strategies - How will it be done?

The Approved Provider will:

- Ensure that the centre has adequate toilet, washing and drying facilities that are developmentally and age-appropriate. The location and design of these facilities must enable safe and convenient use by children, including children with additional needs.
- Consider the age and number of children to ensure adequate numbers of toilets to support minimal delays in access. (Refer to Guide to the Regulations 2011, p.76.)

- Ensure that toilet areas are designed and maintained in a way that facilitates the supervision of children at all times having regard to children's safety, dignity and rights.
- Facilities should be able to be conveniently accessed by children from both the indoor and outdoor spaces of the education and care service premises and ensure that adequate supervision can be maintained.
- Ensure that adequate and appropriate hygienic facilities are provided for nappy changing, including adult hand washing facilities within the nappy change area. Nappy change facilities must be designed and located in a way that prevents unsupervised access by children.

The Nominated Supervisor will:

- Advise families on enrolment and when a child commences toilet training, to provide several changes of clothes each day.
- Ensure a risk assessment occurs prior to an excursion to check the availability and suitability of toileting facilities.
- Develop an information package on toilet training to be available to families. This will include information on positive toileting, the need for consistency and strategies to help make the toileting experience positive for both the family and the child.

Educators will:

- Observe children for signs of toileting awareness. If a child is starting to show an interest in toileting, educators will consult with families and develop consistent strategies with the family for approaching the child's toileting needs. These strategies will reflect the home environment and be culturally sensitive.
- Remind families that toileting accidents are common and both successful and unsuccessful toileting attempts need to be supported in a positive manner.
- Ensure that nappy changing or necessary cleansing of children after toileting accidents are completed with the supervision of an additional staff member and ensure that the dignity and rights of every child are maintained at all times (See Section 5, Policy 5.1.0 Dignity and Rights of Child)
- Support children with soiled or wet clothing. Educators will put on gloves and assist the child to remove their clothing. Any waste will be placed in the toilet. All wet or soiled clothing will

be placed in two sealable bags. The child's name will be written on the bag and it will be placed away from the children's play spaces for collection by the family.

- Implement relaxed, positive toileting routines that are adapted to meet individual children's routines and support them when they are learning to use the toilet
- Ensure children are supplied with clean, appropriate spare clothes when they need them
- Encourage children to flush the toilet after use and assist or teach children to wash their hands after toileting using the guidelines on hand-washing technique. (See Section 2, Policy 2.6.1 Hand-washing)
- Wash hands thoroughly, after helping children use the toilet, or after any contact with faeces, urine, vomit or any other body fluids (See Section 2, Policy 2.6.4 Contact with blood and bodily fluids).
- Dispose of materials such as gloves, nappies and paper in a sealed plastic bag.
- Use the following guide for cleaning a child after toileting:
 - put on gloves (single use non-latex),
 - use damp paper towels or pre-moistened towels.
 - remove each towel after use and dispose of appropriately
 - wet towels from a tap or bottle, not a bowl or sink full of water, and if using a tap, the towel should not be re-wet as this will contaminate the sink,
 - remove gloves and wash hands afterwards,
- Ensure children do not have access to any plastic bags sealed or unsealed.
- Separate children with diarrhoea (except for diarrhoea assessed by a doctor as being due to non-infective causes) from other children until they can be picked up by their family or authorised nominee.
- Exclude from care, children with infective diarrhoea until their symptoms have ceased. (See Section 2, Policy 2.5.3 Infectious Diseases and Exclusion)
- Be aware of the diverse styles of toileting children due to cultural or religious practice (e.g. washing or douching instead of using toilet paper) and ask families to inform the centre of any cultural or religious issues of toileting that staff might need to be aware of.
- Be aware of and accommodate the possible need to maintain privacy of toileting and dressing (e.g. using screens that still allow visual supervision of children) between male and female children due to cultural or religious practices of the family.
- Provide information and resources to support families in their toilet training endeavours

- Encourage children to use their developing self-help skills during toileting experiences.
- Provide visual aids in all bathrooms to assist the children with toileting procedures.
- Encourage children to use toilet paper and wipe from front to back. Educators will respectfully assist children as required during this process.
- Remind children to flush the toilet and replace clothing.
- Remind and assist children to wash their hands with soap and water while counting to ten slowly or singing a favourite song. Children will be encouraged to dry their hands using paper towel or their own individual hand towel. Recycling bins will be provided for the children to dispose of the paper towel.
- Never force a child to sit on a toilet or leave a child in soiled or wet clothing. If a child is showing distress about using the toilet, educators will respect the child's needs and emotions and implement alternative method of toileting in consultation with the family.
- Ensure the bathroom areas are clean and hygienic for the children to use. Toileting areas will be cleaned regularly during the day. Educators are responsible for spot cleaning the bathroom areas throughout the day. Cleaners will thoroughly clean the bathroom each evening. At all times of the day, educators will oversee the bathroom areas to ensure cleanliness and reduce the spread of infectious diseases.

Statutory Legislation & Considerations

- *National Quality Standard for Early Childhood Education and Care and School Age Care, Council of Australian Governments February 2018*
- *Education and Care Services National Amended Regulations 2018, Regulations 77,168,155*

Sources

- Early Years Learning Framework for Australia - Belonging Being Becoming Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments (2009)
- Community Early Learning Australia
- Guide to the National Quality Standard, Australian Children's Education & Care Quality Authority, 2018
- Staying Healthy, Preventing infectious diseases in early childhood education and care services, NHMRC, 5th edition (2013)

- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations, Australian Children's Education & Care Quality Authority, 2018.