



P.O. Box 1050, Woden, ACT, 2606
 Ph: 6281 3121 Fax: 6281 7077
 Email: wodenecc@tpg.com.au

TOILETING POLICY

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY

<i>Document number:</i>	QA2-T1	<i>Version:</i>	4
<i>Date of issue:</i>	September 2013	<i>Contact:</i>	Reesha Stefek
<i>Date of review:</i>	March 2018		
<i>Changed</i>	July 2018		

National Quality Standard (NQS)

Quality Area 2: Children’s Health and Safety		
2.1	Health	Each child’s health and physical activity is supported and promoted
2.1.1	Wellbeing and comfort	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	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Education and Care Services National Regulations

Children (Education and Care Services) National Law	
156	Relationships in groups
103	Premises, furniture and equipment to be safe, clean and in good repair
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
109	Toilet and hygiene facilities
115	Premises designed to facilitate supervision

Introduction

Consistent approaches between the home and Woden Early Childhood Centre (WECC) 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.

We aim to ensure best practice guidelines are adhered to for toileting. Ensuring the area is hygienic, reducing the spread of infectious disease.

Toileting occurs at any time of the day and is specific to individual needs. Educators will communicate with families to develop consistency with their child's toileting habits. Educators must be aware of and consider any special requirements related to culture, religion or privacy needs.

Decisions about when to begin toilet training will be made by families or may occur through shared decision making between families and educators. This decision is based on mutual respect and open communication, which is crucial for a good outcome. Families may have strong views and preferences about when and how their child learns to use the toilet, which may come from their cultural background or individual preferences which must be respected by Educators and Staff.

The priority of the individual child's wellbeing is paramount, and the decision to begin assisting the child to learn to use the toilet should be based on signs of readiness from the child and discussion with families.

Early signs of readiness will often start to appear when children are around 18-24 months old and may include:

- showing interest in the toilet, including having an interest in others using the toilet;
- indicating a need to go to the toilet either before, or while they are doing it; and
- staying dryer for longer.
- talking to children about using the toilet, letting them pull their pants down and up again (the latter is more difficult) and letting them sit on the toilet

It is important to keep the process subdued and to avoid calling unnecessary attention and pressure on the child. Acknowledging children's successes, no matter how infrequent or small is vital for their self-esteem and confidence. Families and Educators can expect accidents, which should be treated respectfully and with a supportive manner.

Educators and families will collaborate and communicate how the toilet learning is going, both in care and at home. This will support children to become more familiar and comfortable with the toilet training process. Children should be given the opportunity to complete the toileting procedure, such as toileting, washing hands, flushing the toilet, keeping the bathroom environment clean independently, while at the same time keeping in mind the importance of hygiene and providing assistance when needed.

During this milestone, children should be empowered and encouraged to be successful. Toilet training varies for individual children, as Educators we can take advantage of the child being in a group and the many opportunities that provides for learning from each other. Educators and Families need to remember that comparing children is inappropriate and unacceptable behaviour.

Goals – What are we aiming to do?

WECC will provide a safe, supportive environment with close supervision that empowers the children as they develop good 'toilet practices'. Educators see this time as an opportunity for positive interactions, to promote learning and meet individual children's needs. They will respect and support children's independence in relation to their toilet learning, while keeping toileting a low-key process with minimum fuss so as not to put added pressure on the child. We accept that accidents and set backs are also part of the toilet learning process.

It is also important to remember that the way that Early Childhood Educators react to soiled or wet underwear, toileting needs, and accidents give children powerful messages about themselves and their bodies

Educators will share information with families about how the 'toileting process' is going and discuss what is happening in the home environment so that they provide a consistent approach.

Strategies–How will it be done?

The Nominated Supervisor or Director will:

- ensure that WECC has adequate toilet, hand 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 77)
- 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
- advise families on enrolment and when a child commences toilet training, that they need 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

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 needs to be supported in a positive manner

- 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 a plastic bag and placed in the child's locker for collection by the family
- if families supply bulk underwear – educators will put wet underwear in a bucket of water for washing the next morning with Napisan. Educators will discard soiled underwear unless families have asked for them to be placed in the child's locker for collection by 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 and ensuring that soap and paper products are sufficiently stocked. Cleaners will thoroughly clean the bathroom each evening. At all times of the day, educators will oversee the bathroom areas to ensure cleanliness and reduction of the spread of infectious diseases
- encourage and positively guide children through the toileting process
- consider and seek to accommodate children's individual needs for privacy while maintaining appropriate supervision
- develop management systems to ensure adequate supervision of children in bathroom areas and to assist children to complete toileting practices successfully and hygienically
- wear gloves at all times when assisting a child with toileting. They will encourage children to remove necessary clothing and assist with this process as needed
- make a step available to assist children to independently sit on a toilet, maintaining supervision throughout to ensure safety and provide support as required
- 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
- remove and dispose of gloves and wash hands using recommended practice after assisting children with toileting
- 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. Bins are 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

Meeting children's physical needs, toileting is an imperative time for Educators to:

- engage in one to one interactions with children, and to give them your full attention;
- build trusting and caring relationships with children;
- interact with children using verbal and non-verbal communication, and respond to children's communication;
- participate in age appropriate activities with children, such as singing, saying rhymes and doing finger plays;
- build children's understanding of what is happening by inviting them to the bathroom, supporting their capability to predict what will happen next in the routine
- help children begin to develop and extend their self-help skills, which includes handwashing and dressing, and encouraging children to identify the feeling of accomplishment and gratification that come with this

All Educators will carry toileting routines, however at times if a student is required to carry out this as part of their practical requirements – they will be under constant supervision of a qualified Educator.

Should a parent be in the bathroom helping their child, a staff member must accompany any other children

needing to use the bathroom at the same time.

Appropriate hygiene practices must be maintained, and procedures followed to minimise any risk of infection at all times. Educators will continuously promote healthy hygiene practices and hand washing procedures; encouraging the children to follow these practices.

Evaluation

Emerging independence and self-help abilities are encouraged to promote children's toileting skills. Educators support the children's efforts and communicate with families to provide consistent, positive and sensitive strategies for promoting hygienic toileting practices.

Related policies /documents

- *Curriculum plan statement*
- *Infectious disease*
- *Interactions with children*
- *Workplace health and safety*

Statutory legislation and considerations

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Sources and References

- Australian Children's Education & Care Authority (2014)
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015
- ECA Code of Ethics
- Guide to the National Quality Standard
- Staying Healthy in Education and Care – 5th Edition
- The NSW Work Health and Safety Act 2011 - www.workcover.nsw.gov.au/newlegislation2012/Pages/default.aspx
- Storage and Handling of Dangerous Goods: Guidance - www.workcover.nsw.gov.au/formspublications/publications/Documents/storage-handlingdangerous-goods-1354.pdf
- Approved First Aid Qualifications www.acecqa.gov.au/qualifications/approvedfirst-aid-qualifications
- Health and Safety in Children's Centres: Model Policies and Practices – 2nd Edition
- www.community.nsw.gov.au/docswr/_assets/main/documents/childcare_model_policies.pdf
- Changing a nappy without spreading germs – http://www.nhmrc.gov.au/files_nhmrc/publications/attchments/ch55h_nappy_changing_poster_130701.pdf
- Raising Children Network – www.raisingchildren.net.au
- Revised National Quality Standards

Authorisation

John Rothwell
 President
 2017-18 WECC Management Committee