TOILETING POLICY

AIM

To ensure that children, when appropriate for their age and development, are encouraged to begin toileting in a relaxed and secure manner. Safety and hygiene will remain paramount at all times.

IMPLEMENTATION

Leadership will:

- Guide review of this policy and ensure it is implemented in rooms.

Team Leaders will:

- Ensure educators are aware of and implement this policy.
- Ensure students and volunteers are not left in the bathrooms with children unsupervised.
- Ensure children are supervised by educators known to them (preferably their primary caregiver or core staff from room).
- Develop management systems to ensure children have adequate supervision whilst using the toilet.

Educators will:

- Work in partnership consulting and communicating with families who have children that are learning independent toileting. Share information and support families to notice and interpret cues around readiness.
- Signs that a child is ready to start learning independent toileting 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 passing urine or faeces
  - staying dryer for longer periods of time
  - beginning to dislike wearing a nappy and perhaps trying to pull it off when it's wet or soiled
  - indicating a desire to sit on the toilet
- Where a child has identified continence or personal care needs beyond developmentally typical toileting support, educators will work with leadership, the family and relevant health professionals to determine whether a DfE health support agreement, continence care plan and/or toileting care and learning plan is required.
- Respond to children's cues and allow them to be active participants in the process of toileting.
- Always be positive about learning independent toileting and respectful and sensitive to children's right to dignity and privacy.
- Discuss with parents/guardians the use of learning pants/Pull Ups or knickers.
- Suggest to parents/guardians to dress their child in clothes that are easy to remove.
- Use appropriate and correct terminology in regard to toileting.
- Encourage children to use developing self-help skills during toileting including dressing independently where possible.
- Before providing physical assistance with toileting, educators will explain the assistance required and seek the child's consent. Physical contact will be limited to what is necessary, appropriate and respectful to support the child's health, hygiene and dignity.

- Encourage children to use toilet paper wiping from front to back. Educators will wear gloves and respectfully assist where required.
- Educators will encourage children to flush the toilet after use, wash their hands as per procedure and use the paper towel and recycling bins provided.
- Establish key words for children from a non-English speaking background.
- Be aware of and accommodating to regressive phases that may occur e.g. illness, new baby.
- Support children's agency to develop an understanding and control of their own bodily functions
- Encourage children to ask educators for assistance with toileting if they are in the process of learning independent toileting and provide reminders where needed.
- Deal with accidents in a calm and reassuring manner. The process for helping a child who has had an accident is to:
    - Take the child into the bathroom, calmly
    - Wash your hands.
    - Put gloves on both hands.
    - Move child to an appropriate space with regard to privacy and dignity of child.
    - Assist the child out of their clothes in a positive and reassuring manner and place their soiled clothes in a plastic bag and label the bag as 'soiled'. Use Marte Meo and name what you are doing as you help the child.
    - Clean the child using wipes.
    - Remove your gloves and place them in the hands-free bin.
    - Ask the child if they wish to go to the toilet.
    - Assist the child to dress in their clothes or borrowed clothes. Place the plastic bag in the child's bag. Help the child to wash their hands and wash your own.
    - Support and reassure the child to understand that toileting accidents happen sometimes and respond to any emotional cues they're displaying (i.e. upset, embarrassed).
- Give children access to a booster step to the toilet depending on circumstances.
- Sanitise and clean up any accidents with appropriate mop.
- Ensure bathrooms are clean and hygienic for the children to use.
- Never force children to sit on the toilet or leave a child soiled.
- Promote events that support learning independent toileting to relevant families when they are held on-site.
- Guide families to use alternative facilities in the service when supporting their child to use the toilet. Parents or guardians are not permitted to use or enter the children's bathroom/toilet area with their child unless there are no other children using the facilities. This is to ensure the safety of other children and protect the rights and dignity of children.
- Support families in developing a continence care plan for children in preschool prior to starting school, with families also having responsibilities in that process.

Families will:

- Supply their own nappies for a child who is in the preschool room
- Bring clean changes of clothes to the Centre when their child is toileting.
- Supply Pull-Ups or learning pants for their child if needed.
- Communicate any concerns about their child's toileting to the child's primary carer

- Not use or enter the children's bathroom to support their child to use the toilet, and instead use alternative bathrooms/toilets in the centre. This is to protect the privacy and dignity of other children.

EVALUATION:
This policy is viewed to be working effectively when staff are supporting children while learning independent toileting and that regular communications with families are occurring while maintaining a high level of safety and hygiene.

Procedure Form: Changing of Wet or Soiled clothes displayed in each bathroom.
Educators to fill in nappy change/ toileting record

Links to National Quality Standards:
Quality Area 1 – Educational Program and Practice
1.1.3 Program learning opportunities: All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

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 need for sleep, rest and relaxation.
2.1.2 Health practices and procedures: Effective illness and injury management and hygiene practices are promoted and implemented.
2.2 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.

Quality Area 5 – Relationships with Children
5.1.1 Positive educator to child interactions: Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2 Dignity and rights of the child: The dignity and rights of every child are maintained.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
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
112	Nappy change facilities
115	Premises designed to facilitate supervision
120	Educators who are under 18 to be supervised
155	Interactions with children
156	Relationships in groups
168	Education and Care Services must have policies and procedures

170	Policies and procedures are to be followed

Record of Policy Adoption and Amendment:

Version	Date	Details	Author	Approver
1.0	January 2011	Policy adopted.	Ocean View CC Polices	Governing Council
1.1	Jan 2012	Policy circulated to Policy Review Committee and staff for review and suggested amendments identified, including; • NQF regulations • Change in the procedure of changing on the change mat	K Cook and educators changing nappies	
2.0	Jan 2012	Suggested amendments put to Policy Review Committee and adopted, including; • NSQ regulations • Change in the procedure of changing on the change mat	K Cook	Policy Review Committee
2.1	September 2014	Reformatted.	P Murray	Policy Review Committee
2.2	August 2016	Steps regarding how to assist a child after an accident amended to include Marte Meo.	P Murray	Policy Review Committee
3.0	February 2025	Included signs a child is ready to begin learning independent toileting. Updated language to more contemporary terminology. Updated links to NQS and regulations.	N Turnadzic	Policy Review Committee
4.0	August 2026	Included explicit reference to consent and protective practices	N Turnadzic	Policy Review Committee

Review:

To be reviewed annually by the Assistant Director and any recommended amendments endorsed by the Policy Review Committee.

Last Reviewed: August 2026

Source: *Staying Healthy in Child Care 6th Edition 2024*

Resource:

Department for Education – Protective Practices for staff in their interactions with children and young people

ACECQA – QA2 Toileting and Nappy Changing Principles and Practices