

Toileting and Nappy Change

Policy Statement

Meerilinga aims to meet the needs of children by providing a clean, safe and hygienic place for nappy change and toileting. We believe that nappy changing and toileting rituals are valuable opportunities to promote children's learning, meet individual needs and to develop strong relationships with children. Having their needs met in a caring and responsive way builds children's sense of trust and security, which relates strongly to the Early Years Learning Framework.

Policy Purpose

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

Scope

This policy applies to staff and families.

Exclusions

Policy Review

At least annually or from time to time the organisation may make changes to this policy to improve the effectiveness of its operation.

Implementation

Nappy Change and Toileting transpires at designated routine times and when meeting children's individual needs. Educators will collaborate with parents to develop stability with their child's nappy change and toileting practices. Educators must be responsive to additional requirements related to culture, religion or privacy needs.

Having their needs met quickly and in a caring responsive way builds children's sense of trust and security. It is also important to remember that the way that Early Childhood Educators react to soiled or wet nappies, toileting needs and accidents give children powerful messages about themselves and their bodies.

Meeting children's physical needs, nappy changing and toileting are an imperative time for Educators to:

- Conduct 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 out nappy changing, however at times if a student is required to carry out this as part of their practical requirements - they will be under direct the supervision of a qualified Educator at all times through the process.

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

The Nominated Supervisor will:

- Implement policies, procedures and training with educators to ensure nappy change procedures that support children's safety, protection, relationships and learning.
- Develop systems with educators to ensure that soiled clothing and soiled nappies are disposed of or stored in a location children cannot access.
- Ensure children's nappies are changed at scheduled intervals.
- Ensure nappy change and hand washing procedures are displayed visually.
- Ensure nappy bins are emptied once during the day and at the end of each day. This may need to be done more regularly if there are soiled nappies.
- Provide adequate and appropriate hygienic facilities for nappy changing.
- Ensure nappy change facilities are designed and located in a way that prevents unsupervised access by children which is compliant with National Regulations and Health and Safety Standards.
- Ensure that adult and children's hand washing facilities are located within the nappy change area.
- Consult the Building Code of Australia for requirements concerning nappy change benches (Centre-based services).
- Ensure that the nappy change facilities are designed and maintained in a way that facilitates supervision of children at all times, having regard to the need to maintain the rights and dignity of the children.
- Ensure nappy change bins have a 'hands-free' lid, are located out of children's reach – in a in a child-proof cupboard where possible.
- Ensure Nappy change procedure remains compliant and up to date.

Educators will:

- Discuss children's individual needs professionally with families to ensure practices are reflective of their home environment and are culturally sensitive.
- Provide information to families regarding children's nappy change outlines.
- Ensure physical contact and direct supervision with children throughout the nappy change experience.
- Ensure no child is left alone on a nappy change mat or bench.

- Utilise nappy change times to interact with children on an individual basis. The nappy change time will allow educators to converse, sing, play and generally interact with the child. This time allows educators and children to learn more about each other and understand each child's personality and personal strengths.
- Organise the nappy change area to promote positive interactions and promote positive learning experiences, e.g. place pictures or mobiles to stimulate children's interactions and to encourage learning.
- Keep nappy change areas fully stocked with all required materials at all times.
- Nappy Change and Toileting supplies are readily accessible to staff to ensure efficiency and the health and safety of each child.
- Encourage mobile children to walk to the nappy change area.
- Assist the child to walk up the steps onto the nappy change bench to decrease monotonous movements by educators and to promote children's agency. Where a child is not walking, educators will follow manual handling practices to lift and carry the child to the nappy change mat.
- Follow service's documentation requirements for nappy changing and toileting.

Toileting and Nappy Change Process	
Process Owner	CEO
Effective Date	26 October 2018
Date of Last Revision	15 January 2018

Process Details	
	Description
1.	<p>Stand up Nappy Changing</p> <ol style="list-style-type: none"> 1. Place a disposable change mat (or paper towels) on the floor if you're changing a nappy with a significant bowel motion. Have all of your materials easily accessible. 2. When removing the nappy think about the motion you will do this in so that you can contain the majority of matter and provide the initial wipe. 3. Promote a connection with the 'toilet' process: Arranging the change near the toilet allows the child to start building a connection between the expulsion of faeces/urine and the toilet. The toilet is no longer a foreign, distant idea but a relevant and realistic goal. This can be enhanced by; <ol style="list-style-type: none"> 1. Asking the child the sit on the toilet if they feel that there might be "more" urine/faeces. This is particularly relevant if the nappy change is being performed immediately after the wee/bowel motion as sometimes a vigilant adult might have noticed the expulsion in the middle of the process, meaning there is more to come if the child is given the opportunity to try. 2. Allowing the child to try wiping his/her own bottom. 3. Using toilet paper (instead of or as well as wipes) so that the child can place these (or watch as the adult places these) in the toilet to flush them. This introduces one part of the toilet routine but also helps the child feel comfortable with the 'flush', which is important since children can sometimes be nervous/fearful about 'flushing'.

Process Details

	Description
	<ol style="list-style-type: none">4. Ensure safety: Ask the child to hold onto a stable surface to maintain their balance. Often the easiest available surface is the sink (where the sinks are low) – the child can hold the edge of the sink with one, or both hands, to maintain balance and to comfortably get into the poses that allow access.5. Communicate: Tell the child what you are going to do <i>before you do it</i> and ask the child to help with the process (either by actively engaging or by adopting poses that allow easier access). Take advantage of the child’s cognitive abilities by explaining what is happening and why.6. Ensure hygiene: It is important to ensure all removal faecal matter. When the child is simply standing normally you may be unable to see hidden faecal matter, so it is important that you do make an active effort to check. There are several strategies to help ensure that you can observe and access difficult areas;<ol style="list-style-type: none">1. Ask the child to bend forward gently. This does not have to be an undignified “touch your toes” type of bend, just a gentle angle of bending forward so that the bottom cheeks are a little more open and visible.2. Ask the child to ‘squat’. Placing their legs far apart and bending slightly opens all of the areas that need to be accessed (including bottom, inner thighs and scrotal/vaginal area).3. Ask the child to lift one leg at a time. By lifting one leg up you can easily see and access the inner thigh areas. <i>You can help the child to understand these poses by demonstrating them yourself! This shows the child the physical positions that you need them to adopt, but it also helps the child to feel comfortable with doing so because they see you role-modelling it.</i>7. Involve the child: Just as a three year old might wipe his/her own bottom after using the toilet, it is appropriate for the two year old to do the same during a change. Provide the two year old with a wet wipe or toilet paper and offer instructions about how to reach back to ‘wipe’ (initially it is best to do this only after the adult has removed the majority of the matter).8. Pack up hygienically: Ensure that you follow the same types of steps that you would with a change table. Ensure that the child washes his/her hands thoroughly and that the adult does the same.
2.	<p>Change table nappy change:</p> <p>Educators will practice effective hygiene by utilising the ‘Staying Healthy in Child Care’ practices when changing a nappy to reduce the spread of infection. These are:</p> <ul style="list-style-type: none">• Wash hands.• Place paper towel on the nappy change mat.• Put on gloves.• Remove the nappy and place in the nappy bin.• Remove any soiled or wet clothing.• Clean the child’s bottom.• Remove the paper towel and put it in the nappy bin.• Put the gloves in the nappy bin.• Remove the gloves, peeling them back from the wrist and turning them inside out as they are removed.

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	<ul style="list-style-type: none">• If a child requires specific cream, place a clean paper towel under the child's bottom.• Put on clean gloves. Place a suitable amount of cream on the glove and spread onto the child's bottom. Remove the paper towel and place it in the nappy bin. Remove the gloves and place in nappy bin.• Place a clean nappy on the child.• Dress the child.• Wash and dry their hands and your hands.• Return the child to the play area.• Clean the nappy change mat and area with detergent and warm water.• Then wash your hands. <p>Nappy change bins will have a 'hands-free' lid. Nappy bins will be located out of children's reach and in a child proof cupboard where possible. Nappy bins will be emptied once during the day and at the end of each day. This may need to be done more regularly if there are soiled nappies.</p> <p>Educators will clean nappy change mats and areas after each use. They will be thoroughly cleaned with warm soapy water at the end of each day the mat are to be cleaned with warm soapy water and sprayed with disinfectant and placed outside to dry. Nappy change mats will be placed in direct sunlight after being cleaned.</p>
3.	<p>Toilet Training</p> <p>Toileting occurs at any time of the day and is specific to individual needs. Educators will communicate with parents/guardians to develop consistency with their child's toileting habits. Educators must be aware of and consider any additional requirements related to culture, religion or privacy needs.</p> <p>Decisions about when to begin toilet training will be made by families, or may occur through shared decision making between families and early childhood professionals. This decision is based on mutual respect and open communication, which is crucial for a good outcome.</p> <p>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.</p> <p>Early signs of readiness, will often start to appear when children are around 18-24 months old and may include:</p> <ul style="list-style-type: none">• 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 doing a poo.• Staying dryer for longer• Begins to dislike wearing a nappy and perhaps tried to pull it off when it's wet or soiled• Indicating a desire to sit on the toilet. <p>It is important to keep the process subdued and not place unnecessary attention and pressure on the child to prosper. 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.</p>

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	<p>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.</p> <p>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.</p> <p>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.</p>

Associated Documents

- Relationships and Interactions with Children Policy and Process
- Relationships and Partnerships with Families and Process
- Communication Plan
- Supervision Policy and Process
- Health, Hygiene and Infection Control Policy and Process

Records Management

Title	Location	Responsible Officer	Minimum Retention Period
• Child Profile	CFC	Service Director	3 years
• ELP Individual Support Plan	CFC	Lead Educator	3 years
• Strategic Inclusion Plans	CFC	Service Director	18 years

Reference

- Education and Care Services National Law Act (WA) 2012 - October 2018
- Education and Care Services National Regulations (WA) 2012 - October 2018
- ACECQA - National Quality Standards - February 2018
- ACECQA - Belonging, Being & Becoming - Early Years Learning Framework
- Code of Ethics - Meerilinga
- Code of Conduct - Meerilinga
- Children and Community Services Act 2004
- Privacy Act 1988
- Staying Healthy - Preventing Infectious Diseases in Early Childhood Education and Care Services, 5th Edition. Australian Government National Health and Medical Research Council - June 2013
- 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 ed.)
- www.community.nsw.gov.au/docswr/assets/main/documents/childcare_model_policies.pdf
- Changing a nappy without spreading germs.
- https://www.nhmrc.gov.au/files_nhmrc/publications/attachments/ch55h_nappy_changing_poster_130701.pdf
- Raising Children Network www.raisingchildren.net.au

Mapping Policy and Processes

Education and Care Services National Law (WA) Act 2012	
Section	165, 165A, 166, 167, 170, 174(1)(2).

Education and Care Services National Regulations (WA) 2012	
Regulations	77, 84, 87, 88, 103, 105, 106, 109, 112, 115, 145, 146, 147, 149, 150, 151, 155, 156, 170, 177.

Policy Area	Standards for RTOs 2015	National Quality Standards Early Childhood	National Standards for Volunteering Involvement 2015	Standards to Community Services	Standards to Family Support
Children's Programs	NA - The individual cultural / health needs are considered.	QA 1 - 1.1, 1.2.3 QA 2 - 2.1, 2.1.1, 2.1.2, 2.2.1, 2.3.4 QA 3 - 3.1, 3.1.2 QA 4 - 4.1, 4.2.1 QA 5 - 5.1, 5.2.3 QA 6 - 6.1, 6.3.3 QA 7 - 7.1.1, 7.1.5, 7.2.1, 7.3.1, 7.3.4, 7.3.5	NA - The individual cultural / health needs are considered.	4.1.1 Principle 1, 4.1.3 Principle 3.	S1, S3, S7, S10, S11, S13, S14