

## Preschool Toileting Policy

'Toilet training is a big step as children they learn to understand their body's signals and start being responsible for their own bodies. Each child is different. Some seem to almost train themselves when they are ready, while others need some help.' Parenting SA- Parent Easy Guide to Toilet Training

At Para Vista preschool we work together with families on the role of education and care of preschool children. Children become independent with toileting in their own time and most will have achieved independence with toileting before starting preschool. However, there may be children who are still using nappies/pull ups who will access the program. No child will be excluded from attending our preschool due to not yet developing independence with toileting. This policy outlines the responsibility of parents, staff, and school leadership to ensure the safety and wellbeing of children, and to meet the needs of individuals.

### Parents will:

- Provide information about their child's needs including any medical/developmental reports. If a child is not toilet trained staff should be made aware of the nature of support required and how this can be managed in the preschool.
- Provide the preschool with a continence care plan. In some cases, this may be in consultation with a health professional.
- Note that a continence care plan is required where a child requires care that is not routinely provided by the education and care service. Preschool and school aged children only require a care plan where continence needs are different to what is developmentally expected and requires additional individualised support. The care plan includes recommendations for the nature and extend of support required, management of unplanned events and catheter management (if relevant). Where a child has transfer and positioning requirements in addition to the continence care plan a transfer and positioning care plan must also be completed by a health professional. Additional care plans that may be completed to describe the support needs of the child may include: Ileostomy, colostomy, urostomy care and learning plan, intermittent catheterisation care and learning plan and/or the requirement for continence aids is to be documented in the care plan. Continence aids are determined by factors including: safety and dignity of the child, hygiene, cost, ease and safety for staff (this does not override other issues to the detriment of the child).
- Provide items needed to deliver routine health support for their child including:
  - Change of clothes.
  - Adequate supply of nappies or pull ups (staff are not expected to use 'sharps' such as pins where a safer alternative of comparable cost is available).
  - Wipes (and/or flannel if required).
- Ensure your child arrives at preschool in a dry nappy/ pull up.
- Take responsibility for toilet training their child. Preschool staff can support with toilet training; however, it remains a parental responsibility. The Women's and Children's Health Network have further information on toilet training.

## Preschool staff will:

- Be respectful of parenting practices in relation to toileting procedures for individual children.
- Provide relevant care plan forms to families with instructions on the information required.
- Discuss a child's needs at the time of enrolment. Note that enrolment in preschool cannot be refused if a child is not toilet trained. Many preschool children are not developmentally ready to be continent. Exclusion for this reason is discriminatory.
- Follow the advice provided on a continence care plan using a range of strategies with caregiver consent such as reminders, toilet timing or specific toilet programs.
- Keep a continence management log. This log will document daily records of continence management for children and young people requiring continence support. Follow first aid and standard precaution procedures to ensure safe and prompt support is provided. When a child who is usually continent has an 'accident' an education or care staff should be delegated to assist. This is treated as standard first aid.
- Keep sets of spare clothes for unexpected accidents and support children with re-dressing after using the bathroom. Staff will then inform parents at pick up.
- Change children discreetly and hygienically in facilities in line with their training.
- Store soiled clothing and cloth nappies discreetly in a secure plastic bag and return home for cleaning.
- Negotiate any decision about changing continence aids with parents.
- Note that where staff agree to provide individualised continence care support this can be documented in a health support agreement consultation with parents, without a continence care plan. For example, staff may agree to support a toilet training program for a limited time. Education and care staff cannot take full responsibility for toilet training. This is a parent responsibility.
- Have two people present when changing a child. A second staff member should be within line of sight or hearing to observe and confirm that child protection issues have been met.
- Note that education and care staff providing personal care are not required to be the same gender as the child or young person. Any personal or cultural needs defining gender of support staff should be documented in the health support agreement.
- Undertake risk assessments and identify appropriate risks while balancing children's privacy.
- Implement practical strategies to support children's positive nappy changing and toileting experiences including:
  - Allowing children to take their time, avoiding pressuring them.
  - Responding to children's cues and allowing them to be active participants in the process.
  - Where possible use the correct terms for going to the toilet- ask families what words they use at home, as consistent language between home and care will help children to understand and learn more easily.
  - Being sensitive to individual children's needs and tailoring individual nappy change and toileting procedures to each child.
  - Prompting children by asking or reminding them about toilet use.
  - Taking full advantage of every opportunity for a focused, positive interaction with children during toileting and nappy change times.
  - Being positive about toilet training so that your encouragement is reinforced in your language and actions.
  - Being respectful and sensitive to children's dignity and rights to privacy.

- Consider programs such as Toilet tactics- details on Continence Foundation of Australia website.
- Keep up to date with current health and hygiene practices that minimise the spread of infectious diseases. Information on best practice is available from [www.nhmrc.gov.au](http://www.nhmrc.gov.au). Staff will follow WHS guidelines.

#### **School leadership will:**

- Ensure appropriate support to enable all children and young people to participate in and benefit from their educational experience, as per requirements of the Disability Discrimination Act 1992 (DDA) and Disability Standards for Education 2005 (DSE). This includes the allocation of staff that are appropriately trained and able to provide the required level of support and supervision. For example, a child or young person cannot be excluded from an education or care service because they require continence assistance and staff are uncomfortable or unqualified to provide assistance. Where a child or young person has predictable health support needs this must be planned for and addressed by the education and care service.
- Ensure that a child who is usually continent that has an 'accident' is assisted by staff. This is treated as standard first aid.
- Provide appropriate space and equipment to follow agreed care plans.
- Have at least one trained support worker with personal care support in their job description.
- Undertake risk assessments and identify appropriate risks while balancing children's privacy.
- Keep up to date with current health and hygiene practices and practices that minimise the spread of infectious diseases. Information on best practice is available from [www.nhmrc.gov.au](http://www.nhmrc.gov.au).
- Ensure staff are aware of WHS guidelines and have access to personal protective equipment, such as disposable gloves.

#### **Links to National Quality Framework:**

Toileting and nappy changing policies and procedures in education and care services should be reflective of health, hygiene and safety guidelines from recognised authorities. They should also be guided by the principles, practices and outcomes of the approved learning frameworks and the National Quality Standard. Ensuring toileting and nappy change routines are conducted in ways that maintain hygiene standards, with interactions that are warm and responsive and support children's learning links back to many quality areas. More directly under Quality Area 1, Quality Area 2 and Quality Area 5 of the NQS in particular:

**Element 1.1.3:** All aspects of the program, including routines, are organised in ways that maximise opportunities for each child.

**Standard 2.1:** Each child's health and physical activity is supported and promoted.

**Element 5.1.1:** Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

**Element 5.1.2:** The dignity and rights of every child are maintained.

#### **References:**

*ACECQA- Quality Area 2: Toileting and nappy changing principals and practice*

[https://www.acecqa.gov.au/sites/default/files/2018-04/QA2\\_EffectiveToiletingand%20NappyChanging%20Procedure.pdf](https://www.acecqa.gov.au/sites/default/files/2018-04/QA2_EffectiveToiletingand%20NappyChanging%20Procedure.pdf)

*Parent easy Guide 10- Toilet Training*

[Toilet training - parent easy guide | Department for Education](#)