

Policy Document Number:	ELC04
Category:	Early Learning
Topic:	Toileting Policy



Date of Issue: February 2006
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Considerations

- Philosophy:** Providing a safe, caring environment.
- Children's needs:** Protection from infection, clean hygienic environment, instruction about personal hygiene.
- Parent's needs:** To feel confident that their child's health and well-being & development are assured.
- Staff needs:** Protection from infection; clean hygienic environment; appropriate equipment to ensure high level of hygiene; clear guidelines in relation to their duty of care.
- Management needs:** Staff to maintain appropriate levels of hygiene and cleanliness to meet required Standards.

Background and legislation

Education and Care Services National Regulations 2011, Part 4, Reg. 77, Ministerial Council for Education, Early Childhood Development and Youth Affairs
Guide to the National Quality Standard, 3.1.2
Staying Healthy in Child Care by Australian Government, Canberra, 5th edition, 2012
"Sure Protection against Infection" – Department of Human Services 2000

Policy Statement

Staff at the service will treat children with respect. Staff and management will endeavour to create a clean, hygienic environment and to ensure that the Centre's toileting facilities are maintained in accordance with regulatory requirements.

How the Policy will be implemented - Specific practices, procedures and responsibilities:

Parent/Caregiver Responsibilities

- There is an expectation that a child entering Mount Scopus Memorial College (MSMC) Early Learning Centre (ELC) has achieved the acquisition of independent toileting skills by the time they begin Lower Kindergarten.
- If a child has not acquired independent toileting skills when commencing Lower Kindergarten due to a disability, developmental or a health related issue that impacts on the child's ability to achieve independence in toileting skills, it is the family's responsibility to provide this information to the school nurse
- Parents will work in collaboration with staff and referral service/paediatrician as outlined in parent responsibilities in toilet coaching skills pathway.

Staff Responsibilities

- All staff will work in collaboration with parents.
- Staff to adhere to staff responsibilities as outlined in the Toilet Coaching Skills Pathway.
- The school nurse will be contacted by staff if any red flags are raised and will work with families who have requested assistance with toilet coaching.

Toilet Coaching Skills Pathway

Being able to go to the toilet on one's own is a big milestone in a child's development.

It is a time when a child learns to recognise and make the connection that certain bodily sensations are messages that it is "time" to go to the toilet.

Parents may have "put off" toilet coaching because they have been told to wait until their child shows "signs" that they are ready to start using the toilet. However, many children may not indicate when they are ready for toilet training because disposable nappies are just too good at keeping them feeling dry and comfortable.

When the child is ready for 3-year-old Kinder and as in many childcare facilities across Australia, it is an expectation that your children has acquired independent toileting skills.

There is no perfect time to start but getting organised and having support will help you and your child with this important process.

A word on being ready

- Does your child stay dry for around 1.5 – 2-hour intervals?
- Is your child having a regular daily poo?
- Can your child sit happily and independently on the toilet for 1-2 mins?
- Can your child follow 3-4 steps of an instruction?

The other skills needed for independent toileting

To go to the toilet on their own a child needs to have the following skills:

- **Mobility** – to be able to get to and from the toilet
- **Sitting** – to be able to sit down on the toilet and maintain the position 2-3 minT
- **Communication** – either using language, signs or pictures to indicate the need to go to the toilet
- **Dressing** – be able to remove clothing then replace clothing / pull pants up and down

The Toileting Skills Checklist outlines all the skills required for a child to be fully independent with toileting

- It can be used as guide to identify some of the skills your child may have developed already
- It can be used to set goals to achieve specific toileting steps to ensure a consistent approach from everyone involved with the child's wellbeing (child care educators, family, friends and school)

Toileting Skills Plan

To help your child learn new skills you need to be clear as to what you want your child to be able to do. The goal you and your child are working towards is being able to use the toileting independence.

Goal

- My child will let me know when they need to go to the toilet by using the word "toilet"

Actions

- Each time I take my child to the toilet, I will say the word "toilet" (or the person taking my child to the toilet will say this)
- I will ask my child to say the word toilet or use the picture/sign for "toilet" when I point to the toilet
- I will point out the toilet in a story book when reading to my child

Reward

- Reward your child when they do the action you are teaching and ignore any negative behaviour
- When my child uses the word toilet correctly the reward will be a hi-five or thumbs up.

Toileting Skills Checklist

Insert a tick if your child can do this skill.

Note: We will use the words poo and wee to name what we are doing on the toilet.

Note: Use a visual picture for each child, next to goals achieved.

Hi five, thumbs up or well done!

My Child's Toileting Skills	Skills present	Prompts or help given	Goal and action required to learn the skill
Goes to the toilet without any prompting and has no accidents for wee or poo			
Tells me that they need to go to the toilet either verbally or signs			
Tells me or indicates after a wee or a poo in the nappy (well done!)			
Holds on to wee for at least 1.5 hours during the day			
Co-operates when taken to the toilet (Hi five!)			
Follows instructions to go to the toilet (thumbs up!)			
Can get to the toilet – with or without assistance			
Can pull pants down			
Can get on to the toilet			
Can sit on the toilet up to 2 minutes unsupervised			
Can sit on the toilet up to 2 minutes with supervision			
Can wee in the toilet			
Can poo in the toilet			
Can get off the toilet without supervision			
Can wipe bottom			
Can pull up pants without assistance			
Can flush the toilet			
Can wash hands			
Can dry hands			

STEP 1 - Setting the scene:

Toileting Steps	Suggested age for introduction of skills development in this step	Parent responsibility	Staff Responsibility	Red Flags Consider Medical or Continence Assessment
Establishing healthy habits	<i>Begin this step by the time your child is 2 years old because this is when most children develop awareness of a full bladder and bowel</i>	Wholesome balanced diet Drinking water based drinks throughout the day. Regular physical activity.	Regular wholesome meals. Regular water-based drinks throughout the day. Regular outdoor play.	Child not eating or drinking very well. Child not eating or drinking very well.
Getting familiar with the toilet		Role modelling Talking about and showing what happens in the toilet-open door approach so your child can watch you use the toilet.	During group time read story books on toileting, have group discussions and doll play to demonstrate toileting and make children feel comfortable about toileting.	Child has a very red/ excoriated bottom or perineum
Understanding feeling wet and dry		Sensation/feeling Talk about the difference between dry and wet at nappy change or when having a shower or a bath. Getting into a different routine with nappy changing <i>eg. change the nappy quickly without play or near the toilet/bathroom, no facial expression</i>	Positive messaging about poo and wee. Handwashing is a consistent part of the toilet routine and the handwashing procedure is followed Staff will talk about the difference between dry and wet when hand washing and drying. Assist the child with toileting and /or nappy changes according to toileting policy. Refer to toileting steps.	Child does not want to use toilet or sit on toilet
Deciding and using the words for wee and poo		Decide on the words you and your family will use for wee and poo, so your child does not get confused with different words meaning the same thing.		

STEP 2 - Developing the skills needed:

Toileting Steps	Suggested age for introduction of skills development in this step	Parent responsibility	Staff Responsibility	Red Flags Consider Medical or Continence Assessment
Sitting on the toilet	<p><i>Begin this step by the time your child is 2.5 years old because this is when most children develop awareness of a full bladder and bowel and like to help take their clothes off.</i></p> <p><i>It is recommended that your child start with sitting to wee to avoid confusion with poo.</i></p>	<p>Purchase toileting equipment needed to help your child feel safe on the toilet. <i>Eg. Insert rings to reduce the size of the toilet seat, footstool to provide a firm surface for child's feet and assist your child getting on and off the toilet.</i></p>	<p>Staff will ensure that toilets and hand washing facilities are easily accessible to children</p> <p>Staff will always encourage children's efforts to develop toileting independence.</p> <p>Staff will always use a warm tone of voice, positive language and actions while helping a child to learn to use the toilet.</p> <p>Staff will change a child who has soiled or wet their clothing according to the Mount Scopus Toileting procedure (Appendix 1)</p>	<p>Child unable to follow 3-4 steps of toileting instructions when broken down.</p> <p>Child becomes upset with toileting process</p>
<p>Pulling pants down and up</p> <p>Sequence of steps when going to the toilet</p>	<p><i>Only teach your son to stand once he is reliable with going to the toilet for wee and poo.</i></p>	<p>Make the toilet area inviting, safe and relaxing so that your child is happy to go to the toilet</p> <p>Use loose, comfortable clothes when teaching your child to pull their pants down and up. <i>Eg track pants with elastic waistbands, shorts. Seat warmer, posters on walls</i></p>		<p>Child has a very red/ excoriated bottom or perineum</p>
<p>Use visual prompts steps VCRC website</p>		<p>Rewards and praise are important in learning new skills because they will help motivate your child to cooperate and repeat the skill. Choose something your child likes that is quick, easy to give low cost or no cost and give the reward immediately</p>		<p>Child does not want to use toilet or sit on toilet</p>

STEP 3 - Raising Awareness:

Toileting Steps	Suggested age for introduction of skills development in this step	Parent Responsibility	Staff Responsibility	Red Flags Consider Medical or Continence Assessment
<p>Increased Awareness of the sensation of passing wee and poo</p>	<p><i>Begin this step by the time your child is 2.5 years old because this is when most children develop awareness of a full bladder and bowel</i></p> <p><i>The purpose of the plan is to make sure that everyone involved in helping your child with developing toileting skills has a consistent approach</i></p>	<p>Write a simple toileting plan and communicate with ELC staff, family and friends which includes;</p> <p>The goal and actions to be used to learn the toileting skill.</p> <p>The accident plan for dealing with wee and poo accidents. <i>(Parents are expected to provide 2 spare changes of seasonal clothing and to dress their child in pants, shorts with elastic waistbands that are easy for a child to pull down and pull up).Parent to provide hypoallergenic wipes if required</i></p> <p>Rewards – what and how you will use them</p> <p>Remove your child's day time nappy when at home and encourage your child to wear undies. <i>(Wet undies are not comfortable, and this action will help a child understand when they need to go to the toilet)</i></p>	<p>Staff will document and communicate with the child's parents/guardians as required on the progress of the toileting plan.</p> <p>Staff will change a child who has soiled or wet their clothing according to the Mount Scopus Toileting procedure (Appendix 1)</p> <p>Staff will use the reward system the parents have included in the toileting plan if it is appropriate to use within the classroom setting.</p> <p>Staff will consider any known issues relating to toileting such as upheavals at home or psychological issues which may affect the child's ability to toilet themselves independently</p>	<p>Child does not want to sit on the toilet.</p> <p>Child sits on the toilet but does not pass wee or poo and has an accident soon after.</p> <p>Evidence of bruising upper legs, arms, buttocks</p> <p>Strong smelling urine Frequently with wee</p> <p>Child is fearful of the toilet</p> <p>Child is wetting themselves during rest time or play time</p> <p>Child displaying and behaviours of concern relating to toileting.</p>

STEP 4 - Using the toilet for Wee and Poo:

Toileting Steps	Suggested age for introduction of skills development in this step	Parent Responsibility	Staff Responsibility	Red Flags Consider Medical or Continence Assessment
<p>Using the toilet for Wee and Poo</p> <p>Putting together the toileting steps</p>	<p><i>This step should be well on the way by the time your child is 3 -3.5 years old because this is when most children have developed conscious control of bladder and bowel function. The child can initiate passing urine at any degree of bladder filling. The child can recognise the urge to do a poo and has time to get to and sit on the toilet to poo without an accident.</i></p>	<p>Pick a time when you are at home for 2 or 3 days to focus on toilet training.</p> <p>Remove the nappy and use undies or trainer pants.</p>	<p>Staff recognise that toileting is flexible and will be responsive to individual's needs. Children will be reminded to go before or after snack times, lunch, rest time and waking up. Staff will interact with children in a relaxed and positive way during toileting to maintain a positive toileting experience.</p>	<p>Evidence of straining to do a poo.</p> <p>Child appears to have pain when doing a poo or wee</p> <p>Frequent poo accidents</p> <p>Strong smelling urine Child has a very red/ excoriated bottom or perineum</p> <p>Child resisting the urge to go to the toilet</p> <p>Child going to the toilet very frequently</p> <p>Child displaying and behaviours of concern relating to toileting</p>
<p>Learning to use unfamiliar toilets</p>		<p>Let the ELC staff know that you have started toilet training. When you take your child to the toilet remind them of the steps.</p> <p>Assist where necessary and praise them for their cooperation</p> <p>Keep to the routine at home and on outings and try not to put the nappy on again.</p>	<p>Staff will supervise and clean toilets on a regular basis according to the Mount Scopus Cleaning Schedule (Appendix 2)</p> <p>Staff will change a child who has soiled or wet their clothing according to the Mount Scopus Toileting procedure (Appendix 1)</p>	

RED FLAGS

- School nurse to initiate contact with parent to organise a referral to a continence service or Paediatrician.
- A comprehensive continence assessment and management plan will be required for the child as advised by the service

Pathway for management of red flags at MSMC

- School Nurse to be contacted immediately by staff if any student meets the red flag criteria
- School Nurse will initiate contact with parent
- Parent to contact contact service/ Dr to organise a comprehensive continence assessment and management plan for the child
- With permission of parents the service will submit plan directly to GBH Health Centre
- School nurse, ELC teacher and coordinator to meet with parents and implement continence plan +/- service representative. A review date of the plan will be decided at the meeting

Approved by the Principal:

A handwritten signature in black ink, appearing to read 'John Keen', is written over a light grey rectangular background.

Reviewed: November 2018

The following toileting procedure is to be displayed in each bathroom (see also following page):

Appendix 1

Toileting Procedure

All Staff will make toileting a positive experience for each child by:

Using a warm tone of voice
Ensuring the process is transparent, whilst maintaining the child's dignity and privacy while toileting
Assisting the children where necessary.

When assisting the children with toileting the staff are expected to:

Encourage children to tell a staff member if they have had a toileting accident.
Ensuring toileting facilities are kept safe, (What do you mean by safe?) clean and hygienic manner whilst children are attending the centre.
Ensure soap and drying facilities are available always when children are in attendance.

If needed, assist the child to remove clothing.
If needed, assist the child onto the toilet.

Assist the child to wipe themselves, encouraging them to wipe front to back.
Encourage children to flush toilets themselves after use.
Encourage children to wash and dry hands on a single sheet of paper towel, and then to leave the bathroom after using the toilet.

Toileting Procedure

If the child has soiled or wet their clothing:

Inform another staff member you are changing the child and always maintain transparency, whilst protecting the child's privacy and dignity.
Remove any wet/soiled clothing and seal in a bag for washing.

It must be **double-bagged**.
Clean and dry the child.

Remove your gloves and wash your hands; do not touch the child's clean clothing.
Put on new gloves and assist the child to wash and dry their hands.
Clean any incontinence episodes following the procedure for cleaning up urine or faeces.

Remove and dispose of gloves, and wash and dry your hands.

Laundering of soiled cloths and linen is laundered away from the service.

Soiled laundry is hygienically stored in a sealed container until it is removed from the premises by the parents.

Soiled items will not be placed in the child's bag in contact with personal items
Communicate with parent's accidents at school verbal or book communication

Procedure for Cleaning Spills of Bodily Fluids

Educators and staff will immediately clean up spills of urine and faeces.

In cleaning up urine and faeces, educators and staff will:

- Always wear gloves.
- Place paper towel over the spill and allow the spill to soak in.
- Carefully remove the paper towel and any solid matter, place in a plastic bag, seal the bag and place it in the rubbish bin.
- Clean the surface with warm water and detergent, and allow to dry.
- Disinfect the surface.
- Wash hands thoroughly with soap and warm running water.
- Inform the College cleaners of the spill.

Appendix 2 – Bathroom Cleaning Checklist

The bathroom is to be cleaned by permanent staff once in the morning and again when the children have woken. If relief staff are working, they are to cover the duties of the staff member they are covering for.

Toilets are flushed
Floors are clear of toilet paper
Floors are clear of hand towels
Floors are mopped if required
Check if paper towel dispenser needs refilling

Please time and initial

Please remember

- Children are not to be in the bathroom when you are cleaning
- To wear gloves to reduce the risk of spreading infection
- Wash hands thoroughly when finished cleaning

Bathroom Cleaning Checklist

Each room is to organise a roster of staff suitable to them i.e. a staff member a day, a room, a week.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					