



# Nappy Change & Toileting Policy

<b>Purpose:</b>	<p>The objective of this policy is to set out the requirements for health and safety policies and practices in relation to providing appropriate nappy change and toileting processes.</p> <p>Children develop at varying ages and stages therefore we respect the wishes and decisions that parents, and families make in relation to the toileting process for their individual children, we also like to encourage each child's independence.</p>		
<b>Scope:</b>	Children, Staff, Visitors and Families		
<b>Status:</b>	Approved	<b>Supersedes:</b> All previous Nappy Change & Toileting Policies	
<b>Authorised by:</b>	Dee Farquharson	<b>Date of Authorisation:</b> July 2021	
<b>References:</b>	<ul style="list-style-type: none"><li>• <a href="#">Child Protection Act 1999</a></li><li>• <a href="#">Education and Care Services National Law (Queensland) 2011</a></li><li>• <a href="#">Education and Care Services National Regulations</a></li><li>• <a href="#">National Quality Standard</a></li><li>• <a href="#">Signs that your child is ready for toilet learning</a></li><li>• River School Early Childhood Centre Child Safe Environment Policy</li><li>• River School Early Childhood Centre Complaints Handling Policy</li><li>• River School Early Childhood Centre Complaints Handling Procedure</li><li>• River School Early Childhood Centre Work Health and Safety Policy</li><li>• Child information sheet, Health and Hygiene Policy</li></ul> <p><a href="#">Care for Kids</a> <a href="#">Staying Healthy 5<sup>th</sup> Edition</a> <a href="#">NHMRC Poster</a> <a href="#">Raising Children</a></p>		
<b>Review Date:</b>	Annually	<b>Next Review Date:</b> March 2023	
<b>Policy Owner:</b>	AMEL Board		

## POLICY INTENTION

Educators will liaise with parents and families, sharing strategies and ideas about toilet learning methods to ensure that we are working together to make toileting a positive experience for every child.

We will respect the rights of children and ensure that supervision and hygiene are maintained during nappy changing and toileting.

## IMPLEMENTATION

### Positive experience

When it comes to nappy changing it is natural to want to get through the task as quickly and efficiently as possible, as we participate in this experience many times throughout a day.

Take a moment and consider that, toilet breaks and nappy change times are a great opportunity to teach children about hygiene, promote learning and spend time interacting one-on-one with a child away from the group.

Developing positive nappy changing and toileting routines can form a significant part of a child's daily routine while attending an education and care service. As well as meeting a child's physical needs while assisting them during toileting or changing a nappy, your actions will also help you build a strong and trusting relationship with a child.

Nappy change times give the opportunity to:

- Interact with children and engage in simple play activities such as singing and rhyme games.
- Help you teach children about daily routine and, cause and effect.
- Teach children about self-care, through showing them how to dress themselves, hygiene through hand washing and wiping appropriately (front to back after urinating for girls and after defecating for all), and by sharing with them the sense of achievement gained through learning these skills.

It is also important to remember that our reaction as an educator to soiled or wet nappies, toileting needs, and accidents give children powerful messages about themselves and their bodies. It is not appropriate to make a child feel bad for having an accident.

### Health, hygiene, and safety

National Quality Area 2 focuses on children's health and safety in early childhood settings. Educators will support children's health and safety by ensuring nappy change practices are hygienic and use the procedure from 5<sup>th</sup> Edition Staying Healthy – Preventing infectious diseases in early childhood education and care settings. This document is recognised as the recommended leader in Health and Safety in early childhood education and care settings.

Reminders about policies on hand washing are displayed around the centre and at hand washing basins in nappy change and toilet areas to act as a constant reminder for educators and staff.

## SUPPORTING CHILDREN DURING NAPPY CHANGES

Creating a supportive and pleasant nappy change procedure starts with educators.

- Slowing down and letting children take their time so they feel relaxed.

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- Using correct vocabulary to describe words associated with nappy changing and toileting including body parts. This is also a recommendation for preventing child abuse. Speak with families/guardians about using these words with the children.
- Allowing children to be active participants in the process and encouraging them to help where it is age appropriate.
- Being sensitive to the different needs of children and asking them permission to check if they need a change or would accompany you to the bathroom. If they say no this must be respected as much as possible. Offer the child a negotiated timeframe to change the nappy or clothes to ensure child's health and safety.
- Respectfully checking a child's nappy at least hourly and changing when necessary. Changing nappies when they need to be changed rather than just at set times and encouraging children to communicate when they need a change. Good communication between educators in the room should ensure this practice works seamlessly.
- Talking with children while changing the nappy using correct vocabulary and respectful language; communicating with children during the process helps them to understand what is going on and what will happen next.
- Focusing on making nappy change time a positive experience for the child by considering their comfort and feelings while doing the change.
- Encourage families to dress children in clothes which facilitate quick and easy nappy changes and promote self-toileting.
- Never showing displeasure or negativity towards a child who has a dirty nappy or has had a toileting accident, no matter how smelly or messy it is.

## Creating an effective space

Ensuring the toileting and nappy change environment is pleasant, has no smell and is well set up, will have a significant impact on the success of nappy changing.

Consider the following aspects when assessing the effectiveness of your change area:

- Is the nappy change/toileting area positioned to enable adults to continue supervising other children if they need to?
- Is all the equipment associated with nappy changing and toileting easy to keep clean, maintained to a high standard and replaced when worn?
- Is the change mat big enough?
- Is the environment attractive and odour free and pleasant for children and adults to be in?
- Are all the supplies topped up, easily accessible to adults and out of the reach of the children?
- Are the sinks easily accessible (both adult and child size) with plenty of soap and paper towel?

There are three stages in the nappy changing procedure: preparation, changing and cleaning. You are most likely to come in contact with germs during the changing stage. It is also important to note that the person changing the nappy should wash their hands three times during the entire procedure: **before** they start, **after** changing the nappy and **after** cleaning the change table.

## Placing paper on the change table

Every time a child has their nappy changed; germs are put on the change table. Placing a piece of paper on the change table catches many of these germs so they do not reach the change table itself. Any paper can be used for this, including paper towel (but this can be expensive), greaseproof paper or large sheets of butcher's paper or recycled paper. The paper is removed in the middle of the nappy change, before the child's clean clothes are put on, and the paper and the germs are put in the bin.

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### Wearing disposable gloves

Disposable gloves should always be worn on both hands when changing nappies, to prevent the spread of germs in faeces and urine. Wear gloves only during the part of the nappy changing process when you may encounter faeces or urine. Once the child is clean and the paper has been removed from the change table, remove your gloves so you will not touch the clean child with dirty gloves.

### How to remove gloves properly

- Pinch the outside of one glove near the wrist and peel the glove off so it ends up inside out.
- Keep hold of the peeled off glove in your gloved hand while you take off the other glove—put one or two fingers of your un-gloved hand inside the wrist of the other glove. Peel off the second glove from the inside, and over the first glove, so you end up with the two gloves inside out, one inside the other.
- Put the gloves in a plastic-lined, lidded rubbish bin, and wash your hands. At the time of cleaning the bathroom, tie up the bag and take it to the outside garbage bin.

### Cleaning the change table

- After each nappy change and at the end of each day, wash the surface well with detergent and warm water, rubbing with paper towel or a cloth as you wash.
- Put the paper towel in the bin or put the cloth aside for washing after each nappy change—there will be many germs on this cloth, and it cannot be used again until it has been washed.
- Leave the change surface to dry. See **Health and Hygiene Policy** for information on how to clean the nappy change table if the child had diarrhoea.
- If faeces or urine spill onto the change surface, clean the surface with detergent and warm water and leave it to dry. If possible, dry change table outside in the sun.
- Halfway through the day, remove the morning change mat or waterproof sheet, clean it with detergent and water and leave it to dry, preferably outside in the sun.
- Use the fresh mat for the afternoon.
- Always wash your hands after cleaning the nappy change area.

Try to have at least two nappy change surfaces for each day as an additional way to prevent the spread of disease. A waterproof sheet over the change mat can be the morning surface and this can be removed for the afternoon or have two change mats. Ensure the surfaces are placed in sunlight between uses.

Mattresses and covers used on the nappy change table need to be smooth and in good condition, because germs can survive in cracks, holes, creases, pleats, folds, or seams.

### SIGNS YOUR CHILD MAY BE READY FOR TOILET LEARNING

- They are walking and can sit for short periods of time
- They are becoming generally more independent, including saying 'no' more often
- They are becoming interested in watching others go to the toilet
- They have dry nappies for up to two hours
- They tell you with words or gestures when they do a poo or wee in their nappy
- They begin to dislike wearing a nappy, perhaps trying to pull it off when it's wet or soiled
- They have regular, soft, formed bowel movements
- They can pull their pants up and down
- They can follow simple instructions like 'pass the ball'.

**Not all of these signs need to be present when your child is ready. They should be observed in the care environment for us to begin toilet learning. A general trend will let us know it's time to start.**

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## TOILET LEARNING

- Ask parents/families to supply several clean changes of clothing for children who are toilet learning.
- Place soiled clothes in a clearly named plastic bag and then in a soiled clothing/items container in a designated place, out of child reach and care environments, until parents/families can take them home.
- Help the child use the toilet.
- Children, especially girls, should be encouraged to wipe front to back, to reduce the chance of introducing bowel bacteria to the urinary tract.
- After toileting, help the child wash their hands. Ask older children if they washed their hands. Explain to the child that washing their hands and drying them properly will stop germs that might make them ill.
- Always wash your own hands after helping children use the toilet.

## COMPLIANCE

Created with reference to National Law and National Regulations

Regulation 112 115

National Quality Standards

Quality Area 2 Standard 2.1, 2.2 Element 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3

Quality Area 3 Standard 3.2 Element 3.2.1, 3.2.2, 3.2.3

Quality Area 5 Standard 5.1, 5.2 Element 5.1.1, 5.1.2, 5.2.2

Quality Area 6 Standard 6.1, 6.2 Element 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2

## VARIATIONS

River School Early Childhood Centre reserves the right to vary, replace or terminate this policy from time to time.

## VERSION CONTROL

Version	Date	Owner	Responsibility	Change Description	Review Date
1	4/6/2021	River School Board	Nominated Supervisor, Centre Director, Early Childhood Teachers and Educators	New Policy	04/07/2022
2	9/3/2022	River School Board	Nominated Supervisor, Centre Director, Early Childhood Teachers and Educators	Updated to include signs of child being ready to toilet learn.	9/3/2022