

TOILETING

QUALITY AREA 2 | Version 1

PURPOSE



This policy will clearly defines the:

- Procedures to ensure best practice guidelines for toileting, toileting accidents and menstrual accidents
- Practices for ensuring a hygienic environment and reduce the spread of infectious diseases



POLICY STATEMENT

VALUES

St Francis of Assisi OSHC is committed to:

- providing a safe and hygienic environment for all children, educators, staff and other persons attending the service
- protecting each child’s right to privacy
- protecting each child’s dignity
- ensuring each child’s safety and wellbeing

SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, educators, staff, students, volunteers, parents/guardians, children, and others attending the programs and activities of St Francis of Assisi OSHC, including during offsite excursions and activities.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Educators and all other staff	Parents/guardians	Contractors, volunteers and students	
	R indicates legislation requirement, and should not be deleted					
	Implementing policies and procedures to ensure toileting procedures support children’s safety and protection and promote self-help skills <i>Regulation 168(2)</i>	R	✓	✓		✓

Ensuring that a copy of this policy is available for all stakeholders <i>Regulation 171(1)</i>	R	√	√		√
Maintaining a clean and hygienic environment to minimise any risk of infection at all times <i>Regulation 88</i>	R	√	√		√
Ensuring handwashing facilities are available within the toilet area <i>Regulation 109</i>	R	√	√		√
Ensuring good toilet practice and hand washing procedures are displayed visually	√	√	√		√
Ensuring toilet supplies and sanitary items are readily accessible for educators/staff to maintain appropriate stocks <i>Regulation 109</i>	R	√			
Ensuring sufficient and appropriate toilet paper, sanitary pads and handwashing materials are available <i>Regulation 109</i>	R	√	√		√
Protecting each child's right to privacy <ul style="list-style-type: none"> • Educator not to enter toilet cubicle whilst child is toileting, menstruating, dressing or undressing • Children must not share cubicle • Educator allows children to take their time when toileting 	√	√	√		√
Protecting each child's dignity <i>Regulation 155(c)</i> <ul style="list-style-type: none"> • Educator communicates with child through closed door to calm/settle the child and minimize distress • Educator communicates with child to support their self-help skills (independently undressing/dressing, hand washing, etc) • Educator provides appropriate resources to aid the child with cleaning themselves (ie. wipes, additional toilet paper, sanitary pads, bag for collection of soiled clothes, etc). • Educator provides change of clothes (if necessary and/or available) • Educator outlines hygiene practices for child to follow • Educator allows children to take their time when toileting or menstruating • Educator makes courtesy call to parents/guardians • Educator to contact parents/guardians to collect child (if deemed necessary) • Children must not share cubicle 	R	√	√		√
Protecting each child's safety and wellbeing <ul style="list-style-type: none"> • Children must not share cubicle • Educators must not have physical contact with the child throughout toileting process • Educator communicates with child through closed door to calm/settle the child and minimize distress • Educator communicates with child to support their self-help skills (independently undressing/dressing, hand washing, etc) • Educator provides appropriate resources to aid the child with cleaning themselves (ie. wipes, additional toilet paper, sanitary pad, bag for collection of soiled clothes, etc) • Educator provides change of clothes (if necessary and/or available) • Educator outlines hygiene practices for child to follow • Educator allows children to take their time when toileting • Educator makes courtesy call to parents/guardians • Educator to contact parents/guardians to collect child (if deemed necessary) 	√	√	√		√

Child diagnosed with developmental delay, medical needs related to toileting or complex medical condition *Regulation 155(b)(c)*

Seek ISF to support the child	✓	✓			
In collaboration with parents/guardians (and/or medical professional), prepare a Support Plan to develop self-help skills, determine child's needs and appropriate support to be provided whilst maintaining child's dignity, privacy and safety. <i>Regulation 155(c)(e)</i>	R	✓		✓	
General Hygiene Practices <i>Regulation 77(2)(a)</i>					
Educators employ hygiene practices to minimise risk to children being educated and cared for and minimise spread of infection, ie. <ul style="list-style-type: none"> Hand washing and sanitising practices Cleaning and sanitising environment 	R	✓	✓		✓

RELATED POLICIES

- Child Safe Environment and Wellbeing
- Hygiene
- Interactions with Children

EVALUATION



In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk (*Regulation 172 (2)*).



DEFINITIONS

Support Plan: A document that outlines how an early childhood education service will support a child with additional needs, such as a disability or developmental delay. It details strategies, accommodations, and adjustments to help the child participate fully in the program and achieve their learning goals.

ISF: Through the Inclusion Support Program (ISP), ISF (Inclusion Support Funding) provides financial assistance to early childhood education and care (ECEC) services to support the inclusion of children with additional needs. This program aims to help services build their capacity and capability to provide inclusive practices, address barriers to participation, and ensure all children have genuine opportunities to learn and develop alongside their peers

Developmental delay: A delay in the development of a child that: is attributable to a mental or physical impairment, or a combination of mental and physical impairments, and is manifested before the child attains the age of 6 years, and results in substantial functional limitations in one or more of the following areas of major life activity: self-care
receptive and expressive language
cognitive development
motor development, and
reflects the child's need for a combination and sequence of special interdisciplinary or generic care, treatment or other services that are of extended duration and are individually planned and co-ordinated (Disability Act 2006 (Vic)).



ATTACHMENTS

Attachment 1: Toileting Risk Assessment

ATTACHMENT 1. TOILETING RISK ASSESSMENT

ST FRANCIS OF ASSISI OSHC RISK ASSESSMENT TOILETING NEEDS FOR SCHOOL-AGE CHILDREN					
Task/Equipment/Activity or Environment being assessed	What are the hazards present or may be generated	Actions taken to Reduce Existing Controls to either eliminate or reduce the risk of an accident happening	Persons at Risk	What is the likelihood of accident happening?	What is the risk Rating?
Child has a toileting accident (soils and/or wets their pants)	Child's dignity and need for privacy	<p>Evacuate other children from area to ensure child's dignity and privacy</p> <p>Educator not to enter toilet or cubicle with child.</p> <p>Educator communicates with child through closed door to calm/settle the child and minimize distress.</p> <p>Educator communicates with child to support their self-help skills (independently undressing/dressing, etc)</p> <p>Educator provides appropriate resources to aid the child with cleaning themselves (ie. wipes, additional toilet paper, bag for collection of soiled clothes, etc).</p> <p>Educator provides change of clothes (if necessary and/or available).</p> <p>Educator outlines hygiene practices</p> <p>Educator to contact parents/guardians to collect child (if deemed necessary).</p> <p>Child to wash their hands with soap and water.</p>	Child	Possible	High
	Hygiene	<p>Evacuate other children from area to minimize spread of infectious disease.</p> <p>Educator communicates appropriate hygiene practices to child, ie. hand washing, flushing toilet, etc.</p> <p>When child exits the environment, a thorough clean/sanitizing process is performed</p>	Child Educator	Possible	High

		<p>Educator wears gloves and mask to clean/sanitize area.</p> <p>Educator washes and sanitizes their hands</p>			
	Child Safety protocols	<p>Educator not to enter toilet or cubicle with child.</p> <p>Educator maintains educator to child ratio (and notifies colleague of incident to ensure effective supervision is maintained).</p> <p>Educator communicates with child through closed door to calm/settle the child and minimize distress.</p> <p>Educators must not have physical contact with the child throughout toileting process</p> <p>Educator communicates with child to support their self-help skills (independently undressing/dressing, etc).</p> <p>Educator provides appropriate resources to aid the child in cleaning themselves (ie. wipes, additional toilet paper, bag for collection of soiled clothes, etc).</p> <p>Educator provides change of clothes (if necessary and/or available)</p> <p>Educator contacts parents/guardians to collect child (if deemed necessary)</p>	Child	Possible	High
Supportive practices	Development of children's self-help skills	<p>Educators allow child to take their time when toileting .</p> <p>Educator not to enter toilet or cubicle with child.</p> <p>If child has toileting accident (wets or soils themselves), educator communicates with and supports child through closed door to calm/settle the child and minimize distress.</p> <p>Educator communicates with child to support their self-help skills (independently undressing/dressing, etc).</p> <p>Educator provides appropriate resources to aid the child in cleaning themselves (ie. wipes, additional toilet paper, bag for collection of soiled clothes, etc).</p>	Child	Possible	High

		<p>Educator provides change of clothes (if necessary and/or available)</p> <p>Educator contacts parents/guardians to collect child (if deemed necessary)</p>			
Child has developmental delay, diagnosed with medical needs related to toileting or complex medical condition	<p>Child's dignity and need for privacy</p> <p>Child Safety protocols</p> <p>Child with additional needs</p> <p>Develop self-help skills</p>	<p>Seek ISF to support the child</p> <p>In collaboration with parents/guardians (and/or medical professional), prepare a Support Plan to develop self-help skills, determine child's needs and appropriate support to be provided whilst maintaining child's dignity, privacy and safety.</p>	Child	Possible	High
Girl is menstruating and requires sanitary items	Child's dignity and need for privacy	<p>Educator directs child to toilets</p> <p>Educator not to enter toilet or cubicle with child.</p> <p>Educator communicates with child through closed door to calm/settle the child and minimize distress.</p> <p>Educator communicates with child to support their self-help skills (independently undressing/dressing, etc)</p> <p>Educator provides appropriate resources to aid the child with cleaning themselves (ie. wipes, sanitary pad, bag for collection of soiled clothes, etc).</p> <p>Educator provides change of clothes (if necessary and/or available).</p> <p>Educator outlines hygiene practices</p> <p>Educator makes courtesy call to parents/guardians advising them of incident</p> <p>Educator to contact parents/guardians to collect child (if deemed necessary).</p> <p>Child to wash their hands with soap and water.</p>	Child	Possible	High
	Hygiene	<p>Educator communicates appropriate hygiene practices to child, ie. hand washing, flushing toilet, etc.</p> <p>Educator employs appropriate hygiene practices, ie. Hand washing, etc.</p>	<p>Child</p> <p>Educator</p>	Possible	High

	Child Safety protocols	<p>Educator not to enter toilet or cubicle with child.</p> <p>Educator maintains educator to child ratio (and notifies colleague of incident to ensure effective supervision is maintained).</p> <p>Educator communicates with child through closed door to calm/settle the child and minimize distress.</p> <p>Educators must not have physical contact with the child throughout process</p> <p>Educator communicates with child to support their self-help skills (independently undressing/dressing, etc).</p> <p>Educator provides appropriate resources to aid the child in cleaning themselves (ie. wipes, sanitary pad, bag for collection of soiled clothes, etc).</p> <p>Educator provides change of clothes (if necessary and/or available)</p>	Child	Possible	High
Supportive practices	Development of children's self-help skills	<p>Educators allow child to take their time whilst they are in the toilet</p> <p>Educator not to enter toilet or cubicle with child.</p> <p>If child has menstruating accident (soils their clothing), educator communicates with and supports child through closed door to calm/settle the child and minimize distress.</p> <p>Educator communicates with child to support their self-help skills (independently undressing/dressing, etc).</p> <p>Educator provides appropriate resources to aid the child in cleaning themselves (ie. wipes, sanitary pad, bag for collection of soiled clothes, etc).</p> <p>Educator provides change of clothes (if necessary and/or available)</p> <p>Educator makes courtesy call to parents/guardians advising them of incident</p>	Child	Possible	High

		Educator contacts parents/guardians to collect child (if deemed necessary)			
Child has developmental delay, diagnosed with medical needs or complex medical condition	Child's dignity and need for privacy Child Safety protocols Child with additional needs Develop self-help skills	Seek ISF to support the child In collaboration with parents/guardians (and/or medical professional), prepare a Support Plan to develop self-help skills, determine child's needs and appropriate support to be provided whilst maintaining child's dignity, privacy and safety.	Child	Possible	High