

## Nappy changing and toilet training

National Quality Standard Education and Care Services National Law and National Regulations	Associated department policy, procedure or guideline	Reference document(s) and/or advice from a recognised authority
NQS: 2.1, 5.1 Regulations: 77, 106, 112	Leading and operating department preschool guidelines	<a href="#">Staying Healthy: Preventing infectious diseases in early childhood education and care services</a> , chapter 3.2: Hygienic nappy changing and toileting  <a href="#">Changing a nappy without spreading germs [A4.PDF]</a>  ACECQA information sheet – <a href="#">Toileting and Nappy changing principles and practices [PDF 705 KB]</a>

### Responsibilities

School principal	<p>The principal as nominated supervisor, educational leader and responsible person holds primary responsibility for the preschool. The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> <li>the preschool is compliant with legislative standards related to this procedure at all times</li> <li>all staff involved in the preschool, are familiar with and able to implement this procedure</li> <li>all procedures are current and reviewed as part of a continuous cycle of self- assessment.</li> </ul> <p>These tasks may be delegated, to other members of the preschool team, but the responsibility sits with the principal.</p>
Preschool supervisor	<p>The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection. This could include:</p> <ul style="list-style-type: none"> <li>analysing complaints, incidents or issues and the implications for updates to this procedure</li> <li>reflecting on how this procedure is informed by stakeholder feedback and relevant expert authorities</li> <li>planning and discussing ways to engage with families and communities, including how changes are communicated</li> <li>developing strategies to induct all staff when procedures are updated to ensure practice is embedded.</li> </ul>
Preschool teacher(s) and educator(s)	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <ul style="list-style-type: none"> <li>all staff in the preschool and daily practices comply with this procedure</li> </ul>

- this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers
- they are actively involved in the review of this procedure, as required, or at least annually
- details of this procedure's review are documented.

### Procedure

#### Collaborating with families

- Initially families communicate with the preschool around their child's toileting needs at the enrolment interview (conducted by the preschool supervisor/teacher), prior to starting preschool. After that, parents/carers can inform educators at any time: when delivering or collecting their child, a written note, private message on ClassDojo, via phone. A child update form is handed out every term, including updates to routine.
- Parents/carers are asked to supply items to meet their child's toileting needs, for example nappies, wipes, plastic bags, changes of clothing.
- When supplies are running low the family is contacted to bring in a supply. If a child has run out of supplies the family is contacted to bring in supplies or to collect their child.
- If an educator notices a rash, they need to communicate this with the parent/carer. If the rash is mild and is not concerning the child, the conversation can be had at the collection time. If the rash is developed and/or the child is in discomfort the parent/carer is to be called immediately. Where the parent supplies a cream the 'Medication record' is completed daily during the duration of the cream being used. An 'Incident, Injury, Trauma or Illness Record' is completed.
- Open communication between the educators and families maintains consistency in practice making the process of toilet training easier for the child.
- Educators communicate with families to identify routines/practices used at home and, where possible, these are integrated into school routines.
- If families are struggling with toileting their child, we advise that they speak with their medical practitioner. We also supply the following resources if needed:

[Toilet training \(nsw.gov.au\)](http://www.nsw.gov.au/toilet-training)

[Toilet training – tips and suggestions | healthdirect](http://www.healthdirect.gov.au/toilet-training)

Note: for children not toilet trained, educators collaborate with their family to develop an individual learning goal related to toilet training.

#### Meeting the needs of children

- One educator changes the child's nappy (depending on who the child has the most comfortable relationship with) while the second educator remains with the rest of the group. During this time, the class engages with a sit-down activity to minimise risks, for example reading a book, singing a song.  
If a second person is required to assist with nappy changing, then the main office is called for assistance.
- Educators follow the '[Changing a nappy without spreading germs](#)' steps as outlined by the National Health and Medical Research Council. This ensures consistency in the process.
- Children are asked regularly, throughout the day, if they need to use the toilet, particularly if they are engrossed in play and during transition times.

	<ul style="list-style-type: none"> <li>For those children with specific needs, such as developmental delays, sensory sensitivities, routines are tailored to meet their specific needs, including visual cues, signing, flushing the toilet after they leave the bathroom if they are sensitive to noise.</li> <li>If a child has denied needing a nappy change throughout the day, the family is informed at pickup or the parent/carer is called if the child is collected by after school care.</li> <li>If it is obvious that a child is in need of a nappy change but they are refusing, the parent/carer is contacted immediately, informed of the situation and asked to come to the preschool to change their child.</li> <li>Educators access books/videos to help all children to identify bodily signals that they need to go to the bathroom, for example if they have a 'full tummy'.</li> <li>Praise/rewards may be incorporated in a child's toileting plan.</li> <li>Open communication between the educator and child occurs prior to starting the nappy change or toilet training process so that the child is aware of what is about to happen. Positive language is always used, even if the child is unsuccessful so that the child does not develop negative reactions towards nappy changing/toilet training time.</li> <li>When changing a nappy, a second educator monitors from afar to ensure all children are safe.</li> <li>All children have access to the bathroom, even during nappy changing.</li> <li>Educators are aware of and respect any cultural or personal preferences related to privacy. This includes partitions between the toilet, partial glass frosting (allowing line-of-sight for supervision without children or parents/carers able to see in). Additionally, if parents/carers express concern regarding the unisex toilets, educators ensure that those children use the space accordingly.</li> <li>The child can have their choice of educator if they feel more comfortable with a particular adult. The educator uses a calm, quiet voice using positive language when supporting the child during nappy change or toilet training.</li> <li>The child is heard when expressing that they need the bathroom and praised for their growing awareness and control over their bodily functions.</li> <li>Open communication with families ensures a consistent approach across home, school and other environments so the child feels secure and confident no matter where they are.</li> </ul>
Safety and hygiene	<ul style="list-style-type: none"> <li>After each nappy change and at the end of each day, the nappy change surface is washed well with detergent and warm water with the <b>red</b> cloth or disinfectant wipes. To rinse, wet a new paper towel or clean <b>red</b> cloth with clean water, and wipe the surface to remove detergent. Repeat as needed. Dry the surface with a clean paper towel or <b>red</b> clean cloth.*</li> <li>Disinfectant wipes and paper towels are placed in the bin, or the <b>red</b> cloths are washed.*</li> <li>If body fluids get on the nappy change surface, a disinfectant is used on the surface after cleaning it with detergent and warm water.*</li> <li>Educators always wear gloves when cleaning the nappy change surface then wash hands thoroughly before and after nappy changing/toilet</li> </ul>

	<p>training.*</p> <p>*Chapter 3.2 of <a href="#">Staying Healthy: Preventing infectious diseases in early childhood education and care services</a></p> <ul style="list-style-type: none"> <li>▪ The change table is secured in the lowest setting to avoid creating a climbing hazard when not in use.</li> <li>▪ The nappy changing bin is placed out of the way.</li> <li>▪ Signage is displayed for nappy changing procedures.</li> <li>▪ Children are always supervised/in line of sight when using the bathroom.</li> <li>▪ The nappy bin is emptied weekly by an external company.</li> <li>▪ Minor spills are managed by the educators. Cleaning equipment for toilets, bathrooms and nappy-changing areas are colour-coded red. If needed, an emergency clean can be arranged through the company that cleans the school.</li> </ul>
Meeting the needs of the staff	<ul style="list-style-type: none"> <li>▪ The educator who supports a child with their toileting depends on who is available at the time of need. Where necessary, consideration is given if a child feels comfortable with a particular educator.</li> <li>▪ There are hand washing facilities next to the change area.</li> <li>▪ The 'Changing a nappy without spreading germs' steps are displayed above the change table.</li> <li>▪ All items needed to facilitate a nappy change are stored in the cupboards in the bathroom. For parents/carers who supply items daily, these are left in the child's bag.</li> <li>▪ Prior to assisting the child onto the change table all items needed are placed on the bench next to the change table, within arm's reach.</li> </ul>

### **Record of procedure's review**

Date of review	9/9/25
Who was involved	Preschool educators
Key changes made and reason why	<p>Annual review and reflection.</p> <p>Changes made to include disinfectant wipe option to clean the change table; actions if a child refuses to have their nappy changed; having a second educator within line of sight during the nappy change process; all children continuing to have access to the bathroom even during nappy changing.</p>
Record of communication of significant changes to relevant stakeholders	<p>Principal: via email</p> <p>Staff: via email</p> <p>Parents: ClassDojo for feedback and school website to share updated procedure</p> <p>Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.</p>

Copy and paste the last 4 rows to the bottom of the table each time a new review is completed.



Date of review	9/8/24
Who was involved	Preschool educators
Key changes made and reason why	Updated and reviewed to include new team members.
Record of communication of significant changes to relevant stakeholders	Principal: via email Staff: via email Parents: ClassDojo for feedback and school website to share updated procedure  Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.

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Date of review	8/12/23
Who was involved	Staff
Key changes made and reason why	Updated and reviewed to reflect the new preschool environment.
Record of communication of significant changes to relevant stakeholders	Principal: via email Staff: via email Parents: ClassDojo for feedback and school website to share updated procedure  Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.

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