	<b>Policy</b>
	<b>Policy Category: Health and Safety</b>
	<b>Date Created: September 2019</b>
	<b>Reviewed: 15 January 2024</b>
	<b>Policy Name: Toileting Policy</b>

The purpose of this operational policy is to ensure information is made available to parents on our Centre's toileting policy in alignment with the Education (Early Childhood Centres) Regulations 2008 (Regulation 47); Governance, Management and Administration standard general.

### Position Statement

We will provide a safe, healthy and hygienic environment in which teachers always treat children with dignity and respect. We will work with parents/whānau to support and continue their child's toilet training once it has been successfully established in their home environment,. To maintain a safe and hygienic environment for everyone in the Centre we must balance the wishes of the parents/whānau with the health and safety standards of the Centre. The initiation of toilet training should always be based on the child's developmental level rather than on the child's age. Initiating toilet training before the child is developmentally ready can create stress and anxiety for the child and the family and increase the length of time it takes to train the child.

### Issue Outline

Clear policies, procedures and communication with parents will help to avoid situations where parents begin toilet training before a child is developmentally or emotionally ready for a number of different reasons, such as financial. This can result in distress for the child, lowering of their self-esteem, make the process take longer or in physiological problems caused by the child holding on. Regular and repeated toileting accidents around the Centre can lead to an un-hygienic environment with a risk of infection.

### Detail

#### General:

- Toilet training is seen as a self-care skill that children can learn with the full support and non-judgemental concern of adults
- Toilet training should begin when the child is showing clear signs of readiness:
  - The child expresses an interest in toileting
  - The child tries to use the toilet or is watching their peers/siblings with interest
  - The child can communicate his/her need to eliminate (urinate/defecate)
  - They are dry overnight and/or for longer periods during the day
- Toilet training will be more successful if both the centre and the parents are working together. This means that if it is decided the child is ready for toilet training then they move into undies must be in both environments. Teachers are here to help and offer support.

- Urine or bowel motion accidents in a Centre or in the playground pose a health risk to the other children and divert teacher attention. If a child has three or more accidents in a day, we will discuss this with the parent and review if the child is ready for toilet training.
- Parents will be reassured that toilet training is a multi-stepped process, setbacks are common, should be anticipated, and need not be seen as a failure, but rather as a temporary step back to a more comfortable place and, indeed, another natural step toward progress.

#### **Procedure:**

1. When it is agreed that toilet training will begin at the Centre, a discussion is had with the parents and team leader outlining the Centre's policy and coming up with a plan to suit the child
2. Record this in the teacher communication diary
3. During this period, the child may wear pull-ups, training pants and finally regular underwear as supplied by the parents
4. Parents can assist this by dressing the child in clothing that allows them to dress and undress themselves easily for toileting
5. Teachers will remind the child to use the toilet periodically throughout the day or at signs of readiness on a rostered basis
6. Toileting times and/or accidents will be recorded and available for parents to see
7. Teachers will ensure children are washing and drying their hands after using the toilet or potty
8. Teachers support bottom wiping where needed, in a positive and encouraging way and can assist children with clothing
9. Parents must supply plenty of spare clothing, pull-ups, training pants or underwear for the child
10. If a child has an accident, teachers will treat them with respect and dignity
11. If the toilet training is clearly not working and there are numerous accidents, the team leader or Centre Manager will talk to the parents to discuss a plan and suggest waiting and trying again when the child is ready.

#### **Alignment with Other Policies**

This policy aligns with:

- Nappy Changing Policy
- Laundry Policy
- Health and Safety Policy.

#### **Relevant Background (including Legislation/Regulation/Licensing references)**

Education (Early Childhood Centres) Regulations 2008 (Regulation 47);

- The Governance, Management and Administration standard general is the standard that requires every licenced service provider to whom this regulation applies to ensure that –
  - (b) the service provider regularly collaborates with –
    - (i) parents and family or whānau of children enrolled in the service
    - (d) adequate information is made available to parents of enrolled children and where appropriate, to the families or whānau of those children about the operation of the service

### **Impacts of Policy on Teachers, Parents, Children**

This policy aims to avoid situations where parents begin their child's toilet training before they are developmentally or emotionally ready, which can be very distressing for the child and create further problems for the child, family and Centre.

### **Alignment with the Centre Philosophy**

This policy ensures a safe and healthy environment, a crucial part of creating and maintaining the well-being of children in our care.

### **Implications and/or Risks**

Following this policy can help to minimise the risk of spread of infection and damage to carpet fixtures. Having a clear policy and communication with parents will significantly reduce the risk of any ill feeling from parents.


### **Implementation**

Clear procedures have been developed and staff trained to follow them.

### **Review**

Review annually or when there is a significant change in the area of the policy topic.

<b>Authorised:</b>	
<b>Date:</b>	
<b>Review Date:</b>	
<b>Consultation Undertaken:</b>	

 <p><b>Rotorua Childcare Centre Inc</b></p>	<b>Policy</b>
	<b>Policy Category: Health and Safety</b>
	<b>Date Created: September 2019</b>
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### Position Statement

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### Issue Outline

Clear policies, procedures and communication with parents will help to avoid situations where parents begin toilet training before a child is developmentally or emotionally ready for a number of different reasons, such as financial. This can result in distress for the child, lowering of their self-esteem, make the process take longer or in physiological problems caused by the child holding on. Regular and repeated toileting accidents around the Centre can lead to an un-hygienic environment with a risk of infection.

### Detail

#### General:

- Toilet training is seen as a self-care skill that children can learn with the full support and non-judgemental concern of adults
- Toilet training should begin when the child is showing clear signs of readiness:
  - The child expresses an interest in toileting
  - The child tries to use the toilet or is watching their peers/siblings with interest
  - The child can communicate his/her need to eliminate (urinate/defecate)
  - They are dry overnight and/or for longer periods during the day
- Toilet training will be more successful if both the centre and the parents are working together. This means that if it is decided the child is ready for toilet training then they move into undies must be in both environments. Teachers are here to help and offer support.

- Urine or bowel motion accidents in a Centre or in the playground pose a health risk to the other children and divert teacher attention. If a child has three or more accidents in a day, we will discuss this with the parent and review if the child is ready for toilet training.
- Parents will be reassured that toilet training is a multi-stepped process, setbacks are common, should be anticipated, and need not be seen as a failure, but rather as a temporary step back to a more comfortable place and, indeed, another natural step toward progress.

#### **Procedure:**

1. When it is agreed that toilet training will begin at the Centre, a discussion is had with the parents and team leader outlining the Centre's policy and coming up with a plan to suit the child
2. Record this in the teacher communication diary
3. During this period, the child may wear pull-ups, training pants and finally regular underwear as supplied by the parents
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7. Teachers will ensure children are washing and drying their hands after using the toilet or potty
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9. Parents must supply plenty of spare clothing, pull-ups, training pants or underwear for the child
10. If a child has an accident, teachers will treat them with respect and dignity
11. If the toilet training is clearly not working and there are numerous accidents, the team leader or Centre Manager will talk to the parents to discuss a plan and suggest waiting and trying again when the child is ready.

#### **Alignment with Other Policies**

This policy aligns with:

- Nappy Changing Policy
- Laundry Policy
- Health and Safety Policy.

#### **Relevant Background (including Legislation/Regulation/Licensing references)**

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### Alignment with the Centre Philosophy

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### Implications and/or Risks

Following this policy can help to minimise the risk of spread of infection and damage to carpet fixtures. Having a clear policy and communication with parents will significantly reduce the risk of any ill feeling from parents.


### Implementation

Clear procedures have been developed and staff trained to follow them.

### Review

Review annually or when there is a significant change in the area of the policy topic.

<b>Authorised:</b>	
<b>Date:</b>	
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<b>Consultation Undertaken:</b>	

	<b>Policy</b>
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