

7.8 (f) Hygiene Practices – Toilet Training and Toileting Policy

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This policy relates to	
National Quality Standards Early Childhood Education & Care	2.1 Health, 2.1.1 Well being and comfort, 2.1.2 Health practices and procedures

Purpose

Educators will minimise the spread and risks of infectious diseases by ensuring toileting and toilet training is conducted in an efficient way according to recommended guidelines and standards with understanding and encouragement for children’s efforts.

Background

Many diseases are spread by faeces, urine or other body fluids. Educators and children in care are exposed to about twice the usual risk of diarrhoeal infections and increased risk of Hepatitis A. Risk and spread of infectious diseases are significantly reduced by safer toileting and toilet training methods.

Policy

Educators are encouraged to work in collaboration with families regarding timing of toilet training. While acknowledging that families and educators may have strong views on the timing of toilet training, a decision to assist the child to learn to use the toilet should be based on signs of readiness from the child.

Signs include:

- Showing an interest in the toilet, including an interest in others using the toilet;
- Indicating a need to go to the toilet either before or while they are doing it;
- Staying dry for longer.

When adults have reasonable expectations and children are ready, toilet training is not a matter of training or teaching but rather a process of supporting the child’s learning.

It is recommended that educators:

- Consider that many toddlers have a drive to do things themselves. Educators should respect and support children’s independence, while also using sensitive strategies to

ensure that children are clean when they have finished using the toilet. The toilet area itself must be kept clean and the floor surface dry to prevent slipping.

- Where possible, use the correct terms for going to the toilet. Ask families what words are used at home, as consistent language between home and care will help children understand and learn more easily. Model the use of correct terms for body parts and encourage children to refer to their body using correct terms. Discuss and encourage understanding by families that this is a recommended practice by Child Safety authorities. Offer to share service resources (books) with families.
- Respond to a child's cues as quickly as possible when a child indicates they need to use the toilet. Ask or remind children about using the toilet and be alert to signs that a child is uncomfortable.
- Ensure that the toilet is always freely accessible to children without barriers or gates and there is a method to preventing the door from swinging or jamming fingers.
- Allow children to take their time.
- Acknowledge children's successes. Expect incidents and setbacks and treat them in a matter of fact and supportive way.
- Share information with families about how the toilet training is going at home and in care.
- Encourage families to provide children with clothes that assist them to use the toilet independently e.g. elastic waist pants, pull up nappies.
- Support children when they want to be more independent by making tasks manageable and being present to provide help and encouragement. Provide footstools to allow children access to the toilet and taps.

Note: *It is better for children to use the toilet rather than a potty chair, which increased the risk of spreading disease. If the child must use a potty, empty the contents into the toilet and wash the chair with detergent and warm water. Do not wash the potty in a sink used for washing hands.*

Procedure

The following hygiene procedures should be followed by educators:

- Toilets and potties should be kept clean at all times.
- Educators should have supplies ready and within reach, including gloves, toilet paper or pre-moistened towelettes.
- Ask parents to supply clean changes of clothing and if necessary additional footwear.

Steps when children are learning to use the toilet:

- Help the child use the toilet and ensure the child is clean before clothes are put back on;

- Wash your hands and help the child wash their hands in accordance with the service hand washing policy. Ask older children if they washed their hands counting to ten;
- Place soiled clothes in a plastic bag for parents to take home at the end of the day.

Relevant Legislation

Education and Care Services National Law Act 2010
Education and Care Services National Regulations 2011 107,109
National Quality Framework

Key Resources

National Health and Medical Research Council: (2006) *Staying Healthy in Child Care – Preventing Infectious Diseases in Child Care 5th Edition*
<http://www.nhmrc.gov.au/>
<http://www.nhmrc.gov.au/guidelines/publications/ch55>
<http://www.nhmrc.gov.au/guidelines/publications/subject/General%20Health%20Information>

Family Day Care Australia
www.fdca.com.au

Early Childhood Australia
http://www.earlychildhoodaustralia.org.au/learningaboutchildren3to9years/toddlers/toilet_training.html

Child and Youth Health
<http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114&np=122&id=1837>

Mommy, I Have to Go Potty: A Parent's Guide to Toilet Training Paperback – April 1, 2009 by [Jan Faulkner MEd](#) (Author), [Helen F. Neville BS RN](#) (Author)