

# HEALTH AND HYGIENE POLICY

Updated: April 2025



**What are we talking about in this document?**

This policy describes how we adhere to health and hygiene recommendations set out by relevant authorities and includes hand hygiene, nappy changing and toileting, and general hygiene requirements.



**Who is this for?**

This policy applies to children, families, staff, management, students, and visitors of the service.



**Why do we need this policy?**

We aim to protect the health, safety and welfare of children, Educators, families and visitors of the Service who may be affected by our operation through everyday practice.

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## Key Terms

| Term               | Meaning  | Source                                  |
|--------------------|--|---|
| Chain of infection | The process by which an infection spreads. The chain includes the following stages: 1. Source (where the germs live) 2. Spread (how the germs move to a new person) 3. New host (a person susceptible to the germs). | Staying Healthy 6 <sup>th</sup> Edition |

|                 |   |   |
|-----------------|---|---|
| Germ            | A microorganism (for example, bacteria, viruses, fungi, protozoa). Not all germs cause disease.   | Staying Healthy 6 <sup>th</sup> Edition                             |
| Hand Hygiene    | Keeping your hands clean. This can be done using soap and water or hand sanitiser, and is one of the most effective ways to reduce the spread of germs.                                       | Staying Healthy 6 <sup>th</sup> Edition                             |
| Hand Sanitiser  | A type of hand hygiene product that contains alcohol and can kill germs without using soap and water. Also known as alcohol-based hand rubs, antiseptic hand rubs or waterless hand cleaners. | Staying Healthy 6 <sup>th</sup> Edition                             |
| Hand washing    | Cleaning hands using soap and water, rather than using a hand sanitiser product.  | Staying Healthy 6 <sup>th</sup> Edition                             |
| Staying Healthy | Staying Healthy: preventing infectious diseases in early childhood education and care services (6 <sup>th</sup> Edition). 2024.   | Australian Government. National Health and Medical Research Council |



## The Important Stuff

An infection occurs when harmful germs (microorganisms) enter the body, multiply and cause disease.

The chain of infection refers to how germs spread. When an infection occurs, three things are involved:

- **The source** – the germs and where they live
- **Spread** – how the germs get out of one person and move to a new person
- **The new host** – a susceptible person (someone who can be infected) with a way for the germs to get in.

All the steps in the chain need to occur for germs to spread from a source to a susceptible person. By breaking the chain at any stage, you can prevent the spread of infection.

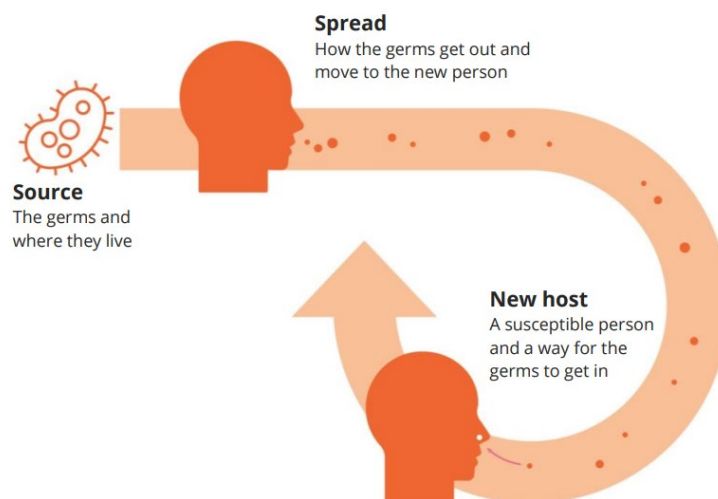


Figure 1.1 The chain of infection



## Hygiene Procedures & Guidelines

### Hand Hygiene

Hand hygiene is one of the most effective ways to break the chain of infection.

Research emphasizes effective and frequent handwashing as the single most important way to reduce the spread of bacteria, germs, viruses and parasites that may infect educators, staff, children, students, volunteers and visitors in early childhood services and in our general population.

We aim to educate children to wash their hands frequently and effectively which will help to reduce the incidence of infectious diseases, adhering to guidelines provided in Staying Healthy 6<sup>th</sup> Edition.

- All employees, parents, children, volunteers, students and visitors should wash their hands with soap and water for at least 20 seconds upon arrival to the Service or use the alcohol-based sanitiser under adult supervision.
- Hands should be thoroughly dried using a hand towel and disposed of in the bin provided.
- Disposable tissues are used to wipe noses, eyes or mouths and disposed of in the bin provided immediately after use.
- Hands are washed following the use of tissues.
- Hands are washed thoroughly using soap and water after using the toilet.

The most effective hand hygiene method is soap and water, which is the best option when hands are visibly dirty. If hands are not visibly dirty, using an alcohol-based hand rub is a fast, effective way to remove germs from your hands.

#### **Nominated Supervisor/Responsible Person responsibilities**

- Ensure all staff wash their hands with soap and water for at least 20 seconds regularly throughout the day.
- Ensure all staff wash their hands before touching anything that should stay clean (such as before eating or preparing food) and after touching anything that might contaminate hands (such as after using the toilet or wiping a child's nose).
- Ensure educators and staff adhere to effective food preparation and food handling procedures.

#### **Educator responsibilities & educational strategies**

- Supervise children carefully when handwashing and provide assistance as required
- Remind children to wash their hands frequently throughout the day
- Model effective handwashing procedures
- Ensure liquid soap, running water and paper towel are easily accessible to children
- Share information about routines and songs for handwashing with families
- Explicitly teach children the correct process of hand washing
  - Talk about the importance of handwashing, including when and why
  - Use songs & rhymes (e.g. singing Happy Birthday twice is long enough to perform effective handwashing)
  - Ensure a handwashing procedure poster is displayed at a height where the children can easily see
  - Provide clear simple instruction and positive reinforcement
  - Create learning opportunities for hygiene and infection prevention education in the educational program

#### **When to perform hand hygiene**

Germs can spread easily to other people or into surfaces via contaminated hands. As a general rule, perform hand hygiene before you touch anything that should stay clean and after touching anything that might be contaminated.

| Who                       | Before  | After   |
|---------------------------|---|---|
| Educators and other staff | <ul style="list-style-type: none"> <li>Starting work, so harmful germs are not introduced into the service</li> <li>Eating or handling food</li> <li>Giving medication</li> <li>Putting on gloves</li> <li>Applying sunscreen or other lotions to children</li> <li>Going home, so harmful germs are not taken home with you</li> </ul> | <ul style="list-style-type: none"> <li>Eating or handling food</li> <li>Using the toilet</li> <li>Helping children use the toilet</li> <li>Taking off gloves</li> <li>Changing a nappy (see section 2.5 <a href="#">Nappy changing and toileting</a>)</li> <li>Cleaning the nappy change area</li> <li>Wiping a child's nose or your own nose</li> <li>Cleaning up body fluids such as faeces, urine, vomit or blood</li> <li>Handling garbage</li> <li>Coming in from outside play</li> <li>Applying sunscreen or other lotions to children</li> <li>Touching animals</li> </ul> |
| Children                  | <ul style="list-style-type: none"> <li>Starting the day at the service; parents and carers can help with this</li> <li>Eating or handling food</li> <li>Going home, so harmful germs are not taken home with them</li> </ul>  | <ul style="list-style-type: none"> <li>Eating or handling food</li> <li>Using the toilet</li> <li>Touching mucus (snot)</li> <li>Coming in from outside play</li> <li>Touching animals</li> </ul>   |

Source: Staying Healthy 6<sup>th</sup> Edition (Table 2.1)

Infants need their hands washed as often and as thoroughly as older children:

- If the infant can stand at a small hand basin, wash their hands the same way you wash your own hands
- If the infant cannot stand at a hand basin, wash their hands with wet disposable or single-use cloths and then dry thoroughly.

### Soap and water handwashing procedure

Keiki provides the appropriate height basins for children and adults as well as paper towels for people to dry their hands.

All children, staff and visitors are to follow the below procedure, which should be displayed above every sink.

1. Wet hands with running water.
2. Apply soap to hands.
3. Rub hands vigorously, lathering soap ensuring that the back of the hands, wrists, between fingers and under the fingernails are cleaned while singing our hand washing song, which lasts 20 seconds.

*Wash, wash, wash your hands, wash them nice and clean,*

*On the bottoms, on the tops, and fingers in between!*

4. Rinse hands thoroughly under running water.
5. Dry hands thoroughly with a paper towel.
6. Dispose of paper towel in a lined bin

If you wear rings or other jewellery on your hands, move the jewellery around your finger while you lather the soap to ensure the area underneath the jewellery is clean.

**Hand drying**

Effective hand drying is just as important as thorough hand washing. Damp hands pick up and transfer more bacteria than dry hands. Drying your hands thoroughly also helps remove any germs that may not have been rinsed off. Make sure you dry under any rings or other jewellery, because they can be sources of future contamination if they remain moist.

**Alcohol-based Hand Rub/Hand Sanitiser procedure**

Only use an alcohol-based hand rub if your hands are not visibly dirty. The hand rub should contain 60-80% alcohol. Children should be supervised while using an alcohol-based hand rub.

All children, staff and visitors are to follow the below procedure, which should be displayed near hand sanitising stations/supplies.

1. Apply the amount of hand rub recommended by the manufacturer to the palms of dry hands.
2. Rub hands together, ensuring you cover between fingers, around thumbs and under nails.
3. Rub until hands are dry.

**Use of gloves**

Gloves provide a protective barrier against germs. Wearing gloves does not replace the need to clean your hands, and you should do hand hygiene before putting gloves on and after taking them off.

Never reuse or wash disposable gloves. They must be thrown away as soon as you have finished the activity that requires gloves.

**When to wear gloves**

| Type of gloves            | When to wear them  | How to maintain them   | Examples  |
|---------------------------|--|--|---|
| Disposable gloves         | <ul style="list-style-type: none"> <li>• When there is a chance you may come in contact with body fluids, including faeces, urine, vomit or blood</li> </ul> | <ul style="list-style-type: none"> <li>• No maintenance – use them once and throw them away; do not reuse</li> </ul>   | <ul style="list-style-type: none"> <li>• Changing nappies</li> <li>• Managing cuts and abrasions</li> <li>• Cleaning spills of body fluids</li> </ul> |
| Utility (reusable) gloves | <ul style="list-style-type: none"> <li>• When cleaning the education and care service</li> <li>• When preparing bleach solutions</li> </ul>                  | <ul style="list-style-type: none"> <li>• Clean according to the manufacturer’s instructions</li> <li>• Hang up to dry after use, preferably outside</li> <li>• Store dry between uses</li> <li>• Replace when showing signs of wear</li> </ul> | <ul style="list-style-type: none"> <li>• General cleaning duties</li> </ul>   |

Source: Staying Healthy 6<sup>th</sup> Edition (Table 2.2)

**How to remove disposable gloves**

1. Pinch the outside of one glove near the wrist and peel the glove off so it ends up inside out.

2. 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 ungloved 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.
3. Put the gloves in the bin and wash your hands.

### **Hygienic Nappy Changing and Toileting**

To eliminate or reduce the spread of infectious disease, it is important to ensure that best practice guidelines are adhered to for nappy changing and toileting and that children's bathrooms and nappy changing facilities are well maintained in a hygienic state.

Nappy changing and toileting routines are incorporated into the rhythm of the day, both at designated times and throughout the day to meet each child's individual needs. Educators will communicate with families to develop a community between our service and home regarding their child's nappy change and toileting practices. Educators must be responsive and respectful to special requirements, including family expectations and each child's individual needs.

Having their needs met quickly and in a caring responsive way builds a child's sense of trust and security. It is also important to remember that the way educators respond to soiled or wet nappies, toileting needs, or accidents gives children powerful messages about themselves and their bodies.

Where possible, a child's primary educator will change nappies for consistency and building trust. If the child's primary educator is not available, only a Keiki staff member who is known to the child will complete the nappy change.

Nappy changing and toileting routines provide educators the opportunity to:

- Conduct one-to-one interactions with children, giving them their undivided attention.
- Build trusting and caring relationships with children.
- Participate in age-appropriate activities such as singing and saying rhymes.
- Build children's understanding of what is happening by inviting them to the bathroom and supporting their ability to predict what will happen next in the routine.
- Help children begin to develop and extend their self-help skills which include handwashing and dressing and encouraging children to identify the feeling of accomplishment and pride that comes from this.

### **Nominated Supervisor responsibilities**

- Protect children by ensuring visitors are not shown through bathrooms or change areas when toileting or nappy change routines are taking place.
- Ensure there are adequate and appropriate hygienic facilities for nappy changing.
- Ensure facilities are maintained to allow continuous supervision of children while respecting their rights and dignity.
- Ensure adequate supplies for nappy changing and toileting are always readily available.
- Display current procedure posters in bathrooms and nappy change areas for educators.
- Provide nappy bins that have a 'hands-free' lid, are located out of children's reach, preferably in a child-proof cupboard, and are emptied regularly throughout the day as required as well as at the end of each day.

- Ensure nappy change procedures remain compliant and current.
- Ensure the recording of information about nappy changing and toileting is consistent and monitored.
- Ensure nappy change table/mats are hygienically cleaned and kept in excellent condition at all times to reduce the spread of infection - no holes, cracks, or creases.
- Provide information to families at the time of enrolment about:
  - Use of disposable nappies
  - Procedures if their child develops or presents with nappy rash
  - Requests to provide adequate supplies of clothes for children who are toilet learning
  - The importance of ongoing and open communication between educators and families about nappy changing and toilet learning with their children.
- Implement policies, procedures, and training with educators to ensure nappy change procedures support children's safety, protection, relationships, and learning.
- Develop systems with educators to ensure that soiled clothing and soiled nappies are disposed of or stored in a location that children cannot access.
- Ensure children's nappies are changed at scheduled regular intervals at a minimum.
- Ensure educators check nappies throughout the day to ensure children are not susceptible to nappy rash and discomfort. A system to record this routine will be maintained for reporting purposes.
- Request families to provide an additional change of clothes for children who are toilet learning.

### **Educator responsibilities**

- Discuss children's individual needs with families to ensure practices are reflective of their home environment and are culturally sensitive
- Provide information to families regarding children's nappy changes and toileting progress
- Ask children before changing their nappies or assisting with toileting
- Utilise nappy change times to interact with children. The nappy change time will allow educators to converse, sing, play, and generally interact with the child. This time is a particularly good time for supporting language skills.
- Organise the nappy change area to promote positive interactions and promote positive learning experiences. For example, place pictures or mobiles to stimulate children's interactions and to encourage learning and language development.
- Ensure physical contact and direct supervision with babies and toddlers throughout the nappy change experience
- Ensure no child is left alone on a nappy change mat or bench
- Keep nappy change areas fully stocked with all required materials
- Ensure that nappy change and toileting supplies are readily accessible to staff to ensure efficiency and the health and safety of each child
- Encourage mobile children to walk to the nappy change area
- Assist the mobile baby or toddler to walk up the steps onto the nappy change bench to minimise lifting by educators and to promote children's agency. Where a child is not walking, educators will follow manual handling practices to lift and carry the baby to the nappy change mat.
- Always follow the service's documentation requirements for nappy changing and toileting and communicating with families.

### Storage of soiled items

Cloth nappies and soiled clothing will be returned to a child's home for laundering. Educators will remove soiled content and place soiled clothing into a wet bag.

- Soiled cloth nappies will be contained in a wet bag or plastic bag and stored in a designated space in the nappy change area.
- Soiled clothing will be contained in a wet bag or plastic bag and stored in a designated space.

Educators will notify parents using the "soiled clothing" option under toileting events on Xplor. The person collecting the child on that day will be required to take the soiled clothing with them.

- The service will dispose of any soiled items that have not been collected prior to the end of the child's next day of attendance or within 7 days, whichever is sooner.

### Nappy changing procedure

#### Preparation

1. Wash your hands.
2. Prepare the change area by getting out the nappy, gloves, nappy cream and lay down the change mat.
3. Put on disposable gloves. Retrieve the child's wet bag for soiled nappies if using cloth nappies.

#### Changing

4. Remove the child's nappy and put in the bin. Place any soiled clothing (including cloth nappies) into a take home wash bag provided by the family.
5. Clean the child's bottom, wiping from front to back.
6. Remove your gloves by turning them inside out from the wrist and place them in the bin.
7. If required, apply nappy rash cream using a clean glove.
8. Place a clean nappy on the child.
9. Dress the child.
10. Take the child away from the change mat.
11. Wash your hands and child's hands. Walking children should wash their hands under supervision.

#### Cleaning

12. Clean the nappy change area and mat with detergent and water (such as Stride).
13. Wash your hands.
14. Stand the change mat up and lean against the wall to show it has been cleaned.

### Cloth nappies

- While disposable nappies are preferred due to the reduced risk of leakage, educators will work with families to meet their individual preferences while still maintaining health and hygiene practices.
- Families will provide two wet bags each day. One containing clean nappies and one for soiled nappies. These wet bags must be clearly labelled with the child's name as well as 'clean' or 'dirty' to prevent cross-contamination. If families prefer, they can provide a bucket with a securely closing lid for soiled nappies.
- Cloth nappies provided by families must have an impervious outer layer to help prevent leakage. It is recommended that the nappy also be covered by a layer of clothing.

- If the number of nappy changes exceeds the number of nappies provided for the day, disposable nappies will be used for the remainder of the day.
- Bags for soiled nappies will be stored in a designated place in the nappy change area so that children cannot access them. They will be given to the person collecting the child at the end of the day.

### Standing nappy changing procedure

#### Preparation

1. Wash your hands.
2. Prepare for the change by getting out the nappy and gloves.
3. Put on disposable gloves.

#### Changing

4. Get the child to undress from waist down, assisting where required to ensure any soiled matter is not spread.
5. Assist the child to remove their nappy and put in the bin. If the child has soiled a pull-up, pull the sides apart, rather than sliding down the child's legs.
6. Place any soiled clothing (including cloth nappies) into a take home wash bag provided by the family.
7. Clean the child's bottom, wiping from front to back.
8. Remove your gloves by turning them inside out from the wrist and place them in the bin.
9. Place a clean nappy on the child.
10. Encourage the child to dress themselves, assisting where required.
11. Encourage the child to wash and dry their hands.
12. Wash your hands.

#### Notes

13. If the child is in underwear and has soiled during toilet learning, remove the underwear and any soiled clothing. All soiled clothing is to be put into a take-home wash bag provided by the family.
14. If the child has had a bowel movement, dispose of any solid stools in the toilet. Loose stools will require the underwear to be thrown away and not sent home to the family.
15. Soiled underwear will not be rinsed at the service to prevent cross-contamination.

### Toileting

Toileting occurs at any time of the day and is specific to each child's individual needs. Educators will communicate with families to develop consistency of routine between the home and the service. Educators must be aware of and respectful of any special requirements related to culture, religion or privacy needs.

Decisions about when to begin toilet education will be made by families or may occur through shared decision making between families and educators. Families may have strong views and preferences about when or how their child learns to use the toilet, which may come from their cultural background or personal preferences, which must be respected by staff and educators.

Some signs of readiness to look out for include:

- They can stay dry for two or more hours. This shows that their bladder muscles are getting stronger.
- They can tell you using signs or verbally that they need to pass urine or faeces.

- They can sit comfortably in one position for a long time.
- They know how to pull their pants up or down.
- They dislike wearing a wet or soiled nappy.
- They can follow simple instructions.
- They are showing an interest in adults (or their siblings) going to the toilet. They may even try to imitate others' bathroom habits.

It is important to keep the process subdued and not plan unnecessary attention or pressure on the child to perform. Acknowledging a child's success, no matter how infrequent or small is vital for their self-esteem and confidence, accidents should be expected and treated respectfully without fuss and in a supportive manner.

Communication between the educators and family is very important to ensure the child is being supported and is comfortable with the toilet education process.

Families of toileting educating children should be supplied with a Keiki Toilet Education Pack to support them during this exciting time. Educators can refer to the Toilet Learning – Educators Guide to assist in this process.

At times it may be necessary for a student to assist children in the area of toileting as part of work placement requirements, and a regular Keiki educator must always be present to monitor this situation and ensure the procedure is being followed adequately. If a parent is present and helping their child (toileting in the bathroom), it is required that an educator accompany any other children needing to use the bathroom at the same time.

#### **Educator responsibilities**

- Request parents to supply an additional clean change of clothing for children who are toilet learning.
- Assist the child to use the toilet.
- Assist the child to get dressed (and if required, change into dry clothes).
- Encourage children, especially girls, to wipe front to back to reduce the introduction of bowel bacteria to the urinary tract.
- Encourage children to flush the toilet.
- Encourage and assist children to wash and dry their hands thoroughly.

#### **Toileting procedure**

- Staff will always encourage the child to be independent in their toileting habits and provide assistance as and when needed.
- It is better to use the toilet than a potty when toilet learning for effective hygiene and infection control factors.
- The service ensures that toilets and hand washing facilities are easily accessible to children.
- Children will be encouraged to flush toilets and wash their hands after use.

Procedure:

1. Help the child to remove clothing, if needed.
2. Help the child onto the toilet, if needed.
3. Help the child to wipe themselves, encouraging them to wipe front to back.
4. Encourage the child to flush the toilet themselves.
5. Encourage the child to dress themselves, assisting where required.
6. Encourage the child to wash and dry their hands.

If the child has soiled or wet their clothing:

1. Using gloves, remove any wet/soiled clothing and seal in a bag for washing
2. Clean and dry the child
3. Dress the child, and wash and dry the child's hands. Have them leave the bathroom.
4. Clean any spills following the procedure for cleaning spills of body fluids.
5. Wash and dry your hands.

If a child's underwear is soiled and faeces cannot be removed, they will be thrown in the bin. This is to reduce the risk of cross-contamination.

### Dental Hygiene and Care

We believe it is important for all children to practice a high level of dental hygiene. We provide information on good dental hygiene practices and also implement swish and swallow after mealtimes.

The service will implement the following practices to promote good dental health:

- We provide and encourage children to eat nutritious foods and avoid sticky and sugar foods. All meals prepared at the service are in accordance with recommendations of recognised authorities.
- The service will arrange for dental health professionals to attend the service to discuss good dental health practices and guidelines with educators, children and family members.
- Educators form positive relationships with family members and children to discuss and encourage good dental health practices and ensure the continuity of care of each child. Information about dental hygiene should be made available to family members and staff.
- Children will be encouraged to drink water as a good choice for dental hygiene.
- Children will be encouraged to rinse their mouths with water to remove food debris after every meal or snack.

Family members should be informed without undue delay any incident or suspected injury or issue with their child's dental health which may include teeth and gums, gum swelling, infection in the mouth, or problems, pain or discomfort the child has with chewing, eating or swallowing food or drink. Procedures to follow in the case of Dental Emergencies can be found in the [Incident, Illness and Administration of First Aid Policy](#).

### Cough, sneeze and runny nose etiquette

When an infected person sneezes or coughs, tiny droplets are spread into the air and onto surrounding surfaces. A sneeze can spread droplets as far as 2 metres away. The droplets may be breathed directly by another person or another person may touch a surface contaminated with droplets and then touch their mouth, eyes or nose.

By covering your mouth and nose when you cough or sneeze, you reduce how far the droplets can travel and stop them from contaminating other surfaces. Educators can remind children to catch their cough or sneeze in their elbow.

The correct and most effective way to prevent the spread of germs that are carried in droplets is by coughing or sneezing into your inner elbow, or by using a tissue to cover your mouth and nose. Put all tissues in the rubbish bin straight away and clean your hands with either soap and water or an alcohol-based hand rub.

Educators will ensure children's noses are wiped as required for children who are unable to do it themselves. It is important to tell a child you will be wiping their nose, no matter how difficult it can be performing the act of wiping a child's nose.

It is not necessary to wear gloves when wiping a child’s nose. Dispose of used tissues in a lined bin and encourage the child to wash their hands. Washing your hands after wiping a child’s nose will prevent the transmission of germs. Even if you do wear gloves, you must wash your hands after wiping a nose, including after removing the gloves. If you cannot access a hand washing station, an alcohol-based hand rub must be used in its place.



**Supporting Documents**

**Policies**

- [Child Protection Policy](#)
- [Service Cleaning and Maintenance Policy](#)
- [Educational Program and Curriculum Policy](#)
- [Incident, Illness and Administration of First Aid Policy](#)
- [Supervision of Children Policy](#)

**Other Documents**

- [Soap and Water Handwashing Procedure poster.](#)
- [Hand Rub/Sanitiser Procedure poster.](#)
- [Nappy Changing Procedure poster.](#)
- [Standing Nappy Change Procedure poster.](#)
- [Toileting Procedure poster.](#)
- [Toilet Learning – Educators Guide](#)
- [Toilet Learning Flyer for families](#)

**Resources**

- [Staying Healthy: Preventing infectious diseases in early childhood education and care services \(6<sup>th</sup> Edition\).](#)
- [Education and Care Services National Law \(WA\) Act 2012](#)
- [Education and Care Services National Regulations 2012](#)
- Be a Soapy Hero! <https://www.betterhealth.vic.gov.au/campaigns/soapy-hero>
- The Wiggles: [The Handwashing Song](#)



**Sources**

- Australian Children’s Education & Care Quality Authority (ACECQA). [Starting Blocks: Illness in early learning services.](#) (2024)
- National Health and Medical Research Council (2024). [Staying healthy: preventing infectious diseases in early childhood education and care services.](#) (2024).
- Education and Care Services National Law (WA) Act 2012. (2024).
- Education and Care Services National Regulations 2012. (2024).
- Guide to the National Quality Framework. (2024).
- Huang C, Ma W & Stack S (2012). The hygienic efficacy of different hand-drying methods: a review of the evidence, Mayo Clinic Proceedings 87(8):791–798.



**Links to Regulations**

| National Quality Standard   |  |   |
|---|--|---|
| <b>Quality Area 2: Children’s Health and Safety</b>                             |  |   |
| 2.1   | Health                                       | Each child’s health and physical activity is supported and promoted.  |
| 2.1.1   | Wellbeing and comfort                        | Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.       |
| 2.1.2   | Health practices and procedures              | Effective illness and injury management and hygiene practices are promoted and implemented.   |
| 2.1.3   | Healthy lifestyle                            | Healthy eating and physical activity are promoted and appropriate for each child.   |
| 2.2   | Safety                                       | Each child is protected.  |
| 2.2.1   | Supervision                                  | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.                                       |
| 2.2.2   | Incident and Emergency Management            | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.               |
| 2.2.3   | Child protection                             | Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.       |
| <b>Quality Area 3: Physical Environment</b>                                     |  |   |
| 3.1.1   | Fit for purpose                              | Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.             |
| 3.1.2   | Upkeep                                       | Premises, furniture and equipment are safe, clean and well maintained.  |
| <b>Quality Area 5: Relationships with children</b>                              |  |   |
| 5.1   | Relationships between educators and children | Respectful and equitable relationships are maintained with each child.  |
| 5.1.1   | Positive educator to child interactions      | Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.         |
| <b>Quality Area 6: Collaborative partnerships with families and communities</b> |  |   |
| 6.1   | Supportive relationships with families       | Respectful relationships with families are developed and maintained and families are supported in their parenting role.                                 |
| 6.1.2   | Parent views are respected                   | The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing.  |
| 6.1.3   | Families are supported                       | Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. |

| Education and Care Services National Regulations |   |
|--|---|
| 77   | Health, hygiene and safe food practices                       |
| 88   | Infectious diseases   |
| 106  | Laundry and hygiene facilities                                |
| 109  | Toilet and hygiene facilities                                 |
| 112  | Nappy change facilities                                       |
| 168  | Education and care services must have policies and procedures |
| 170  | Policies and procedures to be followed                        |



| Review & Document Control      |   |
|--------------------------------|---|
| Policy Reviewed                | Modifications   |
| 2 <sup>nd</sup> November 2017  | Separated from Health, Hygiene and Safe Food Policy   |
| 15 <sup>th</sup> November 2017 | Reviewed by Owner. Adjustments to terms, removed repeated sentences and removed first person and kept whole document as third person. Reviewed by Mindarie ELS, added in separate procedure for Kindy Age Nappy Change. |
| 8 <sup>th</sup> January 2018   | Quality Area updated to reflect changes to the NQS. Centre Director term updated with Coordinator.  |
| 15 <sup>th</sup> November 2018 | Grammatical Errors updated  |
| 3 <sup>rd</sup> April 2019     | Added information about wiping children’s noses.  |
| 11 <sup>th</sup> April 2019    | Added to the Kindy Nappy Change Procedure. Use of Toddler’s Room change are to be followed if a nappy change areas is not available in the room.  |
| June 2019                      | Updated onto new format and new Keiki logo added.   |

|               |   |
|---------------|---|
| February 2020 | Handwashing changed to hand hygiene. Added reasons for hand hygiene, soap and water and alcohol-based hand rub. Added importance of hand drying. Added use of gloves. Increased section on nappy changing -interactions. Updated procedure. Removed Kindy nappy change. Extended dental health. Added information about dental emergencies. Added cough and sneeze etiquette. |
| February 2021 | Added strategies about learning hand hygiene. Added resources for hand hygiene. Added educator’s responsibilities for nappy changes and toileting.  |
| June 2022     | New format. Updated sources. Added information about dental emergencies. Linked to Nappy Changing Procedure and Toileting Procedure. Linked to Hand Washing and Hand Rub Procedures. Added information about children being able to see step by step guides of handwashing.   |
| October 2022  | Spelling and grammar. Added disclaimer. Added procedures for nappy change and toileting into text policy and attached posters as appendices. Updated information and added procedures for Dental Emergencies. Added cloth nappy information and procedure.  |
| November 2022 | Updated procedure documents added as appendices. Clarified information around soiled items.   |
| April 2023    | Fixed spelling error in gloves section. Hyperlinks to procedure posters updated. Added step 5 in toileting procedure. Clarified requirements for educator hand washing. Updated wording in standing nappy change procedure. Deleted a duplicate dot point.  |
| April 2025    | New format. Removed duplicate information and edited for clarity. Checked information against updated Staying Healthy Guidelines and update relevant diagrams and tables. Removed information on dental emergencies that is contained in other policies.  |

**Disclaimer**

It is each employee, family and visitor to the service’s responsibility to read, understand, follow and address any concerns with management about this policy.

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