



Mallala preschool

Changing children

We recognise that all children are individuals and develop and gain skills at their own pace. Consequently, some children may not be able to access our toilets successfully or independently when they first commence attending preschool. there may be times when children get wet whilst engaging in water play/paint/sand play activities at preschool and need to be changed.

Children who need to be changed at preschool

- The child will be taken to semi private area of bathroom i.e. in toilet cubicle with door open.
- Educators will encourage child to remove their own clothing, offering verbal instructions and assistance as required, wearing gloves.
- Provide wipes/toilet paper to child to clean self if necessary.
- Place wet/soiled clothing in bag and seal.
- Provide dry clothes (own spare clothes from child's bag) and encourage child to dress self, offering verbal instructions and assistance as required. Both Educators and child will wash hands.
- Educator records change of clothes and provides a note in pigeon holes with explanation for parents.

If a child is wetting regularly or needs a greater amount of assistance a Toileting Plan or Continence Plan (if the child is still in nappies) will be devised with the parents and a health professional. These plans will outline in more detail exactly what personal care functions Preschool Educators will perform and how frequently.



The Child Protection curriculum teaches all children from a young age, in an age appropriate way, to:

- recognise abuse and tell a trusted adult about it
- understand what is appropriate and inappropriate touching
- understand ways of keeping themselves safe

A range of books, videos and classroom strategies are used in the curriculum.

Some strategies used with students are:

- Networks: a list of 4 or 5 trusted adults that the student can seek help from
- One-step removed: students are given 'What if' scenarios e.g. 'What if someone went home after school and found that he or she had lost their key and nobody was home?' These situations are discussed and a number of strategies that might help to keep the children safe are developed
- Persistence expectation: students are taught to continue to tell people or take action until they are safe
- Protective interrupting: teachers interrupt a student to prevent a disclosure in a group that may lead to further feelings of being unsafe - discussion time with these students is arranged in privacy after the lesson.
- Parents/caregivers are encouraged to talk to their children and the teachers about the Child Protection program.
- Educators have training to teach the Child Protection curriculum.