



THE  
**WALDESLADE  
& GREENACRE**  
SCHOOLS PARTNERSHIP

# Bathroom Facilities Policy

**Key Document Details:**

|                     |                        |                       |           |
|---------------------|------------------------|-----------------------|-----------|
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# Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for Students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Purpose

To maximise access to Students' toilet facilities during the day to promote the health, wellbeing and learning opportunities of all Students. To provide good quality toilet facilities throughout the school that foster a sense of safety and good hygiene, free from litter and damage.

## Rationale

The school recognises that well-maintained toilet facilities where Students feel comfortable and safe and have open access to throughout the school day, are essential for health, wellbeing, and learning. In our current climate, too many safeguarding and vandalism issues are preventing our students from feeling that they can access the toilets safely.

We value and respect our students and want them to be able to benefit from good provision and practice. We want this to happen in a safe and secure environment, so students are supervised when accessing the toilet provisions.

## Objectives

We want to ensure that this policy is both accepted and upheld by the whole school community, School Management, Staff, Students, Governors, Parents, Site Manager and Cleaning Staff.

By September 2026 we will aim to keep all toilets open and available to students throughout the school day. While students can use toilet facilities at break and lunchtimes if they need to, we want to ensure Students have access at all times. We recognise that toilet needs are highly individual and do not conform to regimental timetables, but we are looking to balance this requirement with safety, good supervision, lack of damage to facilities and ensure students are maximising their allotted studying time in the classroom.

At secondary school level, to cut down on the need for Students to leave lessons, we will provide regular and frequent enough toilet breaks (every 60 minutes). We recognise that some students only feel comfortable going to the toilet when others are not around and will allow students to quietly sign in and out of class to use the toilet without adverse comment, this is organised by agreement with the Head of Year or Senior Leadership Team only and will often require a student to have an associated medical need.



Our aim is to:

- Ensure that the toilet and washroom facilities are suitable for the range of anticipated users, including students with disabilities and special needs, with adequate lighting, fixtures and fittings.
- Ensure the toilet and washroom facilities cater for the needs of all students from ethnic and religious communities and ensure these needs are met in a sensitive, informed and appropriate manner.
- Ensure that the toilet facilities provide visual and aural privacy for users, ensuring a spare supply of cubicle door locks.
- Ensure that all toilet areas have properly maintained supplies at all times of warm and cold water, soap, hand drying facilities and toilet tissue in dispensers, provided at a convenient height.
- Ensure sanitary disposal units in all female cubicles, serviced on a regular basis and to provide sanitary dispensers within female toilet blocks.
- Implement and maintain an effective toilet cleaning, supervision and inspection regime to ensure proper standards of provision and cleanliness, throughout the school day.
- Locate drinking water supplies and outlets in safe and appropriate locations throughout the school, and not within or near the toilet and washroom facility areas. (To be complete by September 2026).
- Supervise the toilets at break and lunchtimes, if students perceive the need. If students assume this role, we will train and supervise them to ensure they carry out their duties correctly and do not restrict fellow students from using the toilets as and when they need to
- Actively seek the views of the whole school community in relation to any concerns about toilet provision and access issues (ensuring a child friendly procedure for students to report deficiencies or problems) and to respond seriously to these and deal promptly with any problems highlighted by the students.
- Actively consult and involve the students in managing the toilets (via the School Council or establish a working group).
- Encourage Students to respect the toilets and each other (via the School Council, in PD lessons, in form-teacher discussion times) and for Students to establish a Student Code of Conduct in toilets and washrooms.
- Regularly include toilet management issues in all appropriate School Council, staff, parent and governor meetings. To provide indoor social areas to discourage toilets from being used for such purposes.
- Implement and maintain annual reviews of the policy to monitor that it is being adhered to and remains relevant.
- That Sufficient facilities will be available at all unstructured times.



## Monitoring & Review

This policy document was produced in consultation with Students, the Parent Forum, School Staff, Local Governing Body and our First Aid Officer.

The school actively supports the provision of open access to well-maintained, clean, private and safe toilet facilities throughout the school day, however this must happen in a safe environment.



# Equality Impact Assessment

| Who is the policy or process intended for? | Students                 | Employees                           | Govs/<br>Trustees                   | Volunteers                          | Visitors                            |
|--|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
|  |                          | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Status of the policy or process:           | New policy or process    |                                     |                                     | Existing policy or process          |                                     |
|  | <input type="checkbox"/> |                                     |                                     | <input checked="" type="checkbox"/> |                                     |
| Analysis                                   |                          |                                     |                                     |                                     |                                     |
| Protected Characteristic                   | Impact analysis          |                                     |                                     | Explanation of impact analysis      |                                     |
|  | Positive                 | Neutral                             | Negative                            |                                     |                                     |
| Age:                                       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                                     |                                     |
| Disability:                                | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                                     |                                     |
| Sex:                                       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                                     |                                     |
| Gender reassignment:                       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                                     |                                     |
| Race:                                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                                     |                                     |
| Religion or belief:                        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                                     |                                     |
| Sexual orientation:                        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                                     |                                     |
| Marriage or civil partnership:             | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                                     |                                     |
| Pregnancy and maternity:                   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                                     |                                     |
| Student groups (PP/SEN/CLA):               | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                                     |                                     |
| Evaluation and decision making             |                          |                                     |                                     |                                     |                                     |
| Summary of action taken:                   |                          |                                     |                                     |                                     |                                     |
| Final decision:                            |                          |                                     |                                     |                                     |                                     |

