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# School toilets: Good practice guidance for schools in Wales

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## Guidance

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# School toilets: Good practice guidance for schools in Wales

<b>Audience</b>	Governing bodies and headteachers of maintained schools in Wales; proprietors and headteachers of independent schools in Wales; teachers in charge of pupil referral units; local authorities; teaching and other unions; diocesan authorities.
<b>Overview</b>	This document provides good practice guidance for governing bodies and headteachers on issues relating to the standards of learner toilets and related facilities required in schools in Wales.
<b>Action required</b>	There is no legal duty for governing bodies, headteachers and local authorities to have regard to this document, but they may find the guidance that it offers helpful in understanding their duties and in deciding how they can meet their statutory responsibilities regarding the provision and management of toilets and toilet facilities for learners at their schools.
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<b>Additional copies</b>	This document is only available on the Welsh Government's website at <a href="http://www.wales.gov.uk/educationandskills">www.wales.gov.uk/educationandskills</a>
<b>Related documents</b>	<i>Mind the germs! Infection Control Guidance for Nurseries, Playgroups and other Childcare Settings</i> (Welsh Assembly Government, 2006); <i>Teach germs a lesson! Infection Control Guidance for Primary and Secondary Schools</i> (Welsh Assembly Government, 2006)

This document is also available in Welsh.

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## Ministerial foreword

This document is one of three that the Welsh Government has developed following the outbreak of Escherichia coli (E.coli) in Welsh schools in 2005. Following the outbreak the National Assembly for Wales appointed Professor Hugh Pennington to hold a public inquiry to 'enquire into the circumstances that led to the outbreak of E.coli 0157 infection in South Wales in September 2005 and into the handling of the outbreak; and to consider the implications for the future and make recommendations accordingly.' Professor Pennington's report, which was presented to the First Minister on 19 March 2009, made a series of 24 recommendations aimed at public sector bodies and food businesses. One of those recommendations was that every local authority should have a programme of audits to ensure that all schools have adequate toilet and hand washing facilities.

This document sets out good practice guidance for school toilet facilities in schools in Wales, to help inform the audit process. It is aimed at school governing bodies and headteachers, although local authorities may find it helpful as an employer of school staff.

This guidance takes account of the findings and recommendations on cleanliness, condition and privacy raised by the Children's Commissioner in his 2004 report *Lifting the lid on the nation's school toilets*<sup>1</sup> and the 2009 Estyn report *Food and fitness in schools*. It corresponds with the minimum standards for hygiene in the Welsh Network of Healthy School Schemes (WNHSS) National Quality Award, and supports wider public health work in schools to improve health and well-being, for example as part of WNHSS and that undertaken by the school nursing service. It also fulfils interventions recommended by the Health Protection Agency in the Children's Environment and Health Strategy for the United Kingdom.

We must provide learners with the appropriate facilities to encourage them to use their school toilets and to enable them to wash their hands thoroughly afterwards. This relies on all schools providing the basics of liquid soap, warm water and paper towels to ensure hand hygiene compliance. The Welsh Government has issued this good practice guidance document with the expectation that it will contribute to improving the standard of provision in respect of toilet facilities within schools.

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<sup>1</sup> [www.childcomwales.org.uk/uploads/publications/27.pdf](http://www.childcomwales.org.uk/uploads/publications/27.pdf)

Our aim is to make school toilets accessible, clean and safe by encouraging the adoption of the highest possible standards. We have a duty to educate learners about how to best look after their own health and to respect the facilities provided to them.

We all have a role in reducing infection and the spread of disease. This guidance will help us do that but it will rely on you to make it happen.



**Leighton Andrews AM**  
Minister for Education  
and Skills



**Lesley Griffiths AM**  
Minister for Health and  
Social Services

## Legal background and responsibilities

Section 542 of the Education Act 1996 allows Welsh Ministers to prescribe, by way of secondary legislation, the standards for school premises, including school toilet facilities. The prescribed standards for schools are currently contained in the Education (School Premises) Regulations 1999. The regulations have been supplemented by the Welsh Office Circular 15/99 *The 1999 School Premises Regulations*. The regulations and the non-statutory guidance offered by the Welsh Office Circular 15/99 are aimed at local authorities (LAs) and set out matters such as the number of toilets required in a school dependent on the age and number of learners; the separation and location of facilities depending on age and gender of learners; and the dimensions of facilities within school toilets. Regulation 17(3) of the 1999 Regulations requires the responsible body to ensure the health, safety and welfare of the occupants of a school building. Toilets form part of a school building and good hygiene can therefore be considered in this context. Specific standards for school washrooms will be discussed under the relevant sections of this document.

It is the responsibility of LAs to ensure that school premises conform to the prescribed standards in the regulations. Responsibility for investing in school buildings and compliance with the building regulations that apply to schools is vested in different bodies depending on the type of school. The responsibility falls to a LA in the case of community, foundation, and voluntary controlled schools, maintained nursery schools, community special schools, foundation special schools, and pupil referral units. It is the responsibility of the governing bodies in the case of voluntary aided schools.

In the case of community, voluntary controlled schools, etc. where LAs have responsibility, the management of the health and safety of staff, volunteers, visitors and learners is, in practice, delegated to the headteacher. LAs must provide health and safety guidance and ensure that the headteacher and relevant staff are trained in their health and safety responsibilities.

Governing bodies are responsible for monitoring the schools' arrangements for health and safety management. This responsibility includes providing a brief statement in the school governors annual report on the provision of toilet facilities for learners registered at the school and arrangements in place to ensure their cleanliness.

As recognised employers<sup>2</sup>, LAs, governing bodies or school premises proprietors in the case of some independent schools, have responsibilities for the health and safety of staff, volunteers, visitors

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<sup>2</sup> [www.education.gov.uk/schools/adminandfinance/healthandsafety](http://www.education.gov.uk/schools/adminandfinance/healthandsafety)

and learners. These responsibilities derive from the Health and Safety at Work Act 1974 and associated regulations. While the Workplace (Health, Safety and Welfare) Regulations 1992<sup>3</sup> only apply to school staff and not to learners, the regulations do provide valuable guidance with regard to toilets. Health and safety legislation is enforced by the Health and Safety Executive (HSE) in educational settings.

While not specifically mentioning toilets, the Education Act 2002<sup>4</sup> places responsibility for 'safeguarding and promoting the welfare of children who are pupils at the school' with the LA and the governing body. It also states that LAs and governing bodies are required to consult with learners in connection with these matters set out in regulations.<sup>5</sup>

While not having a statutory responsibility school councils can also play an important part in delivering good facilities. The National Assembly for Wales School Councils (Wales) Regulations 2005<sup>6</sup> passed under the Education Act 2002 require all maintained primary, secondary and special schools to establish a school council. The regulations state that both the governing body and the headteacher of a school must consider any matter communicated to them by the school council and respond. Statutory guidance on school councils<sup>7</sup> includes, among the list of issues that it would be appropriate for a school council to consider, 'improvements to the school environment such as toilets'.

In respect of learners who have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities, the Equality Act 2010<sup>8</sup> and Special Educational Needs and Disability Act 2001<sup>9</sup> should be consulted in association with the Education (School Premises) Regulations 1999<sup>10</sup>. Further general guidance on duty can be gained from the Equality and Human Rights Commission's Code of Practice for Schools<sup>11</sup>, when finalised.

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<sup>3</sup> [www.legislation.gov.uk/ukxi/1992/3004/contents/made](http://www.legislation.gov.uk/ukxi/1992/3004/contents/made)

<sup>4</sup> [www.legislation.gov.uk/ukpga/2002/32/section/175](http://www.legislation.gov.uk/ukpga/2002/32/section/175)

<sup>5</sup> Section 29B of the Education Act 2002 (which has not been commenced at the time of developing this guidance) requires the governing body of a maintained school to invite the views of learners about matters set out in regulations and to consider those views.

<sup>6</sup> [www.legislation.gov.uk/ksi/2005/3200/contents/made](http://www.legislation.gov.uk/ksi/2005/3200/contents/made)

<sup>7</sup> *Guidance for Governing Bodies on the Establishment and Operation of School Councils* National Assembly for Wales Circular No: 42/2006

<sup>8</sup> [www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

<sup>9</sup> [www.legislation.gov.uk/ukpga/2001/10/contents](http://www.legislation.gov.uk/ukpga/2001/10/contents)

<sup>10</sup> [www.legislation.gov.uk/ukxi/1992/3004/contents/made](http://www.legislation.gov.uk/ukxi/1992/3004/contents/made)

<sup>11</sup> [www.equalityhumanrights.com/legal-and-policy/equality-act/equality-act-codes-of-practice/](http://www.equalityhumanrights.com/legal-and-policy/equality-act/equality-act-codes-of-practice/)

## Children and young people's rights

The United Nations Convention on the Rights of a Child (UNCRC) is an international convention that sets out the civil, political, economic, social and cultural rights of children. Welsh Government has adopted the UNCRC as the basis of all our work for children and young people. Welsh Government's seven core aims for children and young people summarise the UNCRC and form the basis for decisions on priorities and objectives nationally. They should also form the basis for decisions on strategy and service provision locally. The seven core aims are that all children and young people:

1. have a flying start in life
2. have a comprehensive range of education and learning opportunities
3. enjoy the best possible health and are free from abuse, victimisation and exploitation
4. have access to play, leisure, sporting and cultural activities
5. are listened to, treated with respect, and have their race and cultural identity recognised
6. have a safe home and a community which supports physical and emotional wellbeing
7. are not disadvantaged by poverty.

The UNCRC generally defines a child as any person under the age of 18; however, since 2004 all policy making for children and young people (0–25) in Wales has been based on the UNCRC and has followed a 'rights-based' approach. This recognises that all children and young people are rights holders and that everyone who provides services and support to them bears a duty to help them to access these rights. It is important to understand which of these rights within the UNCRC are relevant to the service or support being provided. Some of the articles within the UNCRC can be seen to relate directly to this area including:

- Article 3 – The best interests of the child
- Article 6 – The right to develop healthily
- Article 12 – The right to participate in decision making

- Article 16 – The right to privacy
- Article 23 – The right to receive special care and support if you have a disability
- Article 24 – The right to good quality health care.

Although these articles cover some of the specific relevant rights, they need to be read and considered in the spirit of the entire UNCRC and its principles<sup>12</sup>. Further information is available from the Welsh Government website<sup>13</sup>.

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<sup>12</sup> [www2.ohchr.org/english/law/crc.htm](http://www2.ohchr.org/english/law/crc.htm)

<sup>13</sup> [www.wales.gov.uk/topics/childrenyoungpeople/rights/?lang=en](http://www.wales.gov.uk/topics/childrenyoungpeople/rights/?lang=en)



## School toilets policy

Learners' toilets project an image of a school – good or bad – and have an effect on learner morale, behaviour and potentially health. As the Children's Commissioner for Wales stated in his *Lifting the lid on the nation's school toilets* report in 2004 'the lack of priority given to these basic amenities, is seen by many children as an indication of the lack of priority – and respect – given to them by society at large.'

The problem is that school toilets may not be high up on the list of a school's budget and priorities for improvement. The state of the school toilets is often, however, the most concerning issue for learners. A written school toilet policy provides a powerful indication to learners and parents/carers that the school values and respects the health, safety and well-being of its learners. A policy enables a school to develop and maintain a shared philosophy and co-ordinated approach to their school toilets and how learners are allowed to use them. It encourages schools to audit the toilets properly and to take into account the needs of learners.

Advice on developing an effective school toilet policy (Annex A) is provided by the BOG Standard: Better toilets for pupils campaign<sup>14</sup>. The campaign was launched in the UK in April 2003. It is the campaigning arm of the national charity Education and Resources for Improving Childhood continence (ERIC). The campaign is a joint venture between ERIC, Community Practitioners' and Health Visitors' Association, School Councils UK and the British Toilet Association. (Please also see the example of a School Charter in Annex B.)

The BOG Standard website was created to raise awareness of the campaign, and to provide information and resources to learners, parents/carers, school staff and governors, health professionals, designers and architects, journalists, and local and national government. The website provides a range of resources to help teachers and parents/carers improve learners' toilets in schools including checklists, guidance and a teaching pack. The Welsh Government encourages school governing bodies and headteachers to use this website to help them to improve standards in school toilets. The good practice outlined in this document draws heavily from the advice it provides.

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<sup>14</sup> [www.bog-standard.org](http://www.bog-standard.org)

## Good practice

- Schools have a written school toilet policy in order to:
  - maximise learners' access to toilet facilities during the day to promote the health, well-being and learning opportunities of all learners
  - provide good quality toilet facilities throughout the school.
- The policy is drawn up with the participation of learners, and makes reference to how the school intends to keep the toilets clean, hygienic and in good condition.
- Learners are involved in the development, approval, implementation and review of the policy. Learners should be involved in all stages in line with the UNCRC and the National Participation Standards for Children and Young People.
- Consideration of the rights of transgender learners should be made with regard to school toilets.
- The policy is approved by governors, communicated to the whole school and reviewed regularly with the participation of learners.

## Welsh Government learner response

As part of engaging with children and young people, a school toilet questionnaire (Annex E) was provided to learners, giving their views on their school toilets. A total of 1,786 responses were received, comprising of 909 girls, 875 boys and two who did not identify their gender.

What follows are some of the questions posed in the questionnaire, and the responses.

### What do you think of your school toilets?

Really horrible	48% (854)
Quite bad	23% (410)
OK	26% (465)
Nice	3% (57)

Have you come across the following problems in your school toilets?		
<b>Not allowed to use the toilet when you need to</b>	Often	31% (545)
	Sometimes	41% (726)
	Never	25% (451)
	Not identified	3% (64)
<b>Toilets blocked or not working</b>	Often	32% (572)
	Sometimes	42% (753)
	Never	19% (341)
	Not identified	7% (120)
<b>Smelly, dirty or messy</b>	Often	58% (1,030)
	Sometimes	26% (465)
	Never	11% (195)
	Not identified	5% (96)

Do you wash your hands after using the school toilet?	
Always	83% (1,487)
Sometimes	12% (204)
Never	3% (49)
Not identified	2% (46)

Here are some of the learner comments received.

**Clean them more.**

5-year-old learner

**Improve: Maybe have a few more toilets, better hand dryers, bigger doors.**

9-year-old learner

**Improve: Everything!**

14-year-old learner

**You can improve this by making sure that soap and toilet rolls are there for us to use.**

13-year-old learner

**I like the toilets. I think they need to be painted.**

10-year-old learner

**There should be locks on the doors and they should be refurbished.**

16-year-old learner

**They stink. People often don't flush them. The floor is sometimes wet and people slip. People open the door from the outside.**

13-year-old learner

**We need new toilets badly.**

7-year-old learner

The Welsh Government encourages schools to carry out toilet questionnaires to enable learners to voice their opinion on the state of their own school toilets and how they could be improved.

## Access, security and supervision

For children to stay healthy, they need to drink water regularly throughout the day. They also need to empty their bladder and bowels regularly and fully when the need first arises. Children need open access to fresh drinking water; as inadequate fluid intake may lead, consciously or unconsciously, to toilet avoidance.

### **Learner response to the questionnaire:**

Approximately 25.5 per cent of learners responding to the Welsh Government School Toilet Questionnaire stated that they are 'never' allowed to use the toilet when they need to.

There are occasions when children will need to 'hold on' before they can visit the toilet, but repeated prolonged delays can cause distress and health problems. Holding on can lead to constipation, which in turn can result in soiling, or they could experience bladder/urine infections. For some children any delay is impossible. Each child's bladder and bowels are individual and their bladder and bowel capacity are very variable, function to their own timetable and will differ according to a multitude of variable factors. A child's timetable is therefore unlikely to conform to the school's timetable. Learners may not have the opportunity to go to the toilet between each lesson and there may be long periods in the school day without a break. In *Lifting the lid on the nation's school toilets*, the Children's Commissioner found that 35 per cent of respondents said that it was difficult to get permission to use the toilets during lesson times.

Restricting toilet access to set times encourages 'I'll go just in case' practice which may contribute to 'small-bladder syndrome'. Emptying the bladder before it is full can reduce capacity and means the bladder does not get used to holding on until it is full. This can create problems such as needing to go more often during the day and night, and having to get to the toilet in a hurry to prevent accidents. At the same time, the amount of fluid a child can drink before needing to go to the toilet is reduced.

Learners may also avoid emptying their bowels at school. This can be due to a lack of privacy, poor toilet conditions, and not enough time to use the toilet. Locks are essential for privacy and if missing, will contribute to toilet avoidance. Toilets that are in a poor state and in need of refurbishment and more frequent cleaning may be more likely to attract poor behaviour. School toilets can become an adult-free zone. It is important that learners feel safe to use toilet facilities at all times and staff and learners should work to develop strategies to ensure this is achieved.

**Learner response to the questionnaire:**

Written comment provided by a 16-year-old learner made regarding 'Improvement' – *There should be locks on the doors.*

## Good practice

- Toilets are open and accessible to all learners throughout the hours of school opening.
- Learners are always allowed to use the toilet, whenever they need to – with this message openly communicated to learners, teachers and parents/carers in the school toilet policy and on an ongoing basis.
- Schools communicate to parents/carers the need for schools to be informed of special toileting needs in respect to learners.
- Schools have regard to the advice provided by Education and Resources for Improving Childhood continence through its BOG Standard Campaign on good toileting practice for children with or without continence problems (Annex C).
- Toilet cubicles are private and have a door with a working lock that is easy for learners to operate from the inside but not easily opened from the outside by other learners.
- Washroom doors have a door hinge safety system or finger guards to prevent entrapment of fingers.
- Staff are provided with a means to open the doors from the outside (e.g. with a special tool or key) in case of emergency. Schools need to consider the storage location of the key if the toilets are not located close to where staff are sited.
- In line with the whole-school anti-bullying policy, which schools are required to have, bullying is prevented within the confines of toilet areas by clearly communicating the agreed school policy to all learners and staff.
- There is a process of staggered checks in toilet areas or an equivalent means of monitoring, by school staff, as a deterrent and the means to identify bullying, or non-consensual activity which could be misconstrued as bullying.
- Smoking is not allowed within the confines of school grounds by learners with procedures in place to ensure this prohibition is checked within the toilet area.
- Individual rights in respect of dignity and personal belief are not undermined by the management or provisions within toilet areas.

- CCTV should only be considered when there is a pressing need and all other options have been tried and failed. The BOG Standard website provides useful information on alternative approaches to the use of CCTV cameras<sup>15</sup>. Any decision to install CCTV at entrances/exits as a deterrent would need to be taken in full consultation with learners and parents/carers and privacy must be maintained. Schools that capture images using CCTV are required by law to adhere to the Principles of the Data Protection Act 1998. Guidance for organisations using CCTV is available from the Information Commissioner<sup>16</sup>.

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<sup>15</sup> [www.bog-standard.org](http://www.bog-standard.org)

<sup>16</sup> [www.ico.gov.uk/for\\_the\\_public/topic\\_specific\\_guides/cctv.aspx](http://www.ico.gov.uk/for_the_public/topic_specific_guides/cctv.aspx)

## Structural issues

### Learner response to the questionnaire:

Written comment provided by an 11-year-old learner made regarding 'Improvement' – *Make them bigger, air freshener in bathroom, more toilets, bigger sinks, clean them often.*

The school should promote washroom/toilet area environments that are safe, reliable, maintainable and user-friendly. Learners need to feel comfortable and safe to encourage them to use the toilet. Well-lit, bright, colourful toilets help boost learner morale. Involving learners in their design and decoration encourages ownership, pride and reduces vandalism. Ease of cleaning also needs to be considered when designing and refurbishing toilets. Most learners' toilets need cleaning at least twice a day. An extended day may increase this to three or more times. Soap dispensers that leak, awkward corners and cracked surfaces all contribute to a dirty environment.

Guidance on design standards for schools is provided in the 21st Century Schools<sup>17</sup> Standards with the aim of presenting good practice across a range of aspects of school design including school toilets. Useful advice on school toilet design is also provided on the Department for Education in England's website<sup>18</sup>.

### Good practice

- All washroom/toilet areas are protected from adverse weather.
- Toilet area walls, floors, ceilings, doors, etc. must be of a type that are impervious/non-absorbent and washable, easy to clean, and capable of withstanding disinfection and other cleaning processes.
- Toilets are adequately lit. Sensor lighting could be used, or switches could be placed in locations so that they cannot be easily interfered with by anyone.
- All windows have frosted glass if urinals or the inside of a cubicle can be seen from them.
- Toilets are warm enough to be comfortable in winter.

<sup>17</sup> [www.wales.gov.uk/docs/dcells/publications/100426summarydocen.pdf](http://www.wales.gov.uk/docs/dcells/publications/100426summarydocen.pdf)

<sup>18</sup> [www.education.gov.uk/schools](http://www.education.gov.uk/schools)

**Learner response to the questionnaire:**

Written comment provided by an 8-year-old learner made regarding 'Improvement' – *I think the doors should go down to the floor because some children look under them.*

**Learner response to the questionnaire:**

Written comment provided by a 13-year-old learner made regarding 'Improvement' – *They're dirty, smell unhygienic to use, unsafe.*

- Cubicles have walls and doors that cannot be peered over or under wherever possible. There shouldn't be gaps around hinges.
- Doors are fixed sturdily to the walls or partitions, so that a door cannot be lifted off its hinges. As stated, previously, it is good practice for doors to have a door safety system or finger guards to prevent finger trapping.
- Cubicles are robust enough to withstand normal wear and tear.
- If possible, an Integrated Plumbing System, where panels conceal cisterns and pipes, should be used. Access panels should be lockable and not able to be opened by learners.
- Urinals are individually screened.
- Urinals are positioned so they cannot be seen from outside the toilets when the door is open.
- Mirrors are positioned so they do not enable people to see urinals or cubicles from the outer door.
- Malodours are prevented within toilet areas. This can be addressed through adequate cleaning to match volume of use, good ventilation, air fresheners/odour eliminators and automatic flushing toilets. Mechanical ventilation may also be a requirement as an open window is not always adequate or practical.
- If windows need to be opened for ventilation, they are not placed in view of urinals or the inside of a cubicle.

## Toilet facilities

The number of toilet facilities provided must be adequate having regard to the ages, gender and numbers of the learners and any relevant special requirements they may have. They should never be fewer than the number as set out in The Education (School Premises) Regulations 1999.

Failure to provide suitable toilets for disabled learners discriminates against a group that is being encouraged to participate in mainstream education and is contrary to the requirements of the Education (School Premises) Regulations 1999. The requirements of learners with other special needs should also be considered, for example those with continence problems may require private and appropriate disposal facilities for incontinence products and some learners with learning difficulties may find it hard to locate toilets that are far from classrooms.

The location of toilets is also important as learners might have to travel some distance within the school to get to the toilet. This can make teachers reluctant to let learners out of class to visit the toilet. Toilets located away from classrooms present particular difficulties for learners with special needs. Toilets attached to each classroom or cluster of classrooms are a particularly good solution. These allow learners easier access to toilets during lessons and enable teachers to keep a closer eye on learners.

### **Mandatory minimum standards**

The Education (School Premises) Regulations 1999 stipulate minimum standards for school premises. The regulations set out the number of toilets and washbasins that should be provided according to the number of pupils in all existing and new maintained schools.

#### **Toilets**

- Pupils over 5 years of age: 1 toilet for every 20 pupils.
- Pupils under the age of 5: 1 toilet for every 10 pupils.
- In special schools: 1 toilet for every 10 pupils, regardless of age.

#### **Washbasins**

Where the majority of pupils are under 11, there should be as many washbasins as toilets.

Where the majority are over 11:

- washrooms with 1 toilet must contain at least 1 washbasin
- washrooms with 2 toilets must contain at least 2 washbasins
- washrooms with 3 or more toilets must have at least two thirds the number of washbasins as there are toilets.

The regulations also require toilet areas for male and female learners over the age of eight to be separate. Girls' toilets should not have urinals. Staff toilets, other than those designed for disabled access, must be separate from learners' toilets. Providing the basic number of sanitary fittings will not, of itself, mean that all the relevant standards have been met. The regulations require washroom facilities (water closets, urinals, washbasins and sinks) to be adequate having regard to the ages, gender and number of learners and any relevant special requirement they may have.

### **Good practice**

- There are enough toilet cubicles for girls and boys to prevent significant queues during periods of peak use. The number of cubicles for boys at least equals the number of urinals.
- Toilets are of sound construction so as to cope with a high volume of users.
- Sanitary fittings and fixtures are of good quality and of robust design. Maintenance and replacement costs need to be considered.
- Toilets and fittings are the right size and height for the learners expected to use them (size and height of toilets, basins, toilet tissue dispensers, etc.).
- The toilet flush mechanism is working and easy to use, even for very small children. (Toilets that have a 'light flush' and a 'full flush' may be considered, or toilets that have an automatic flush.)
- All toilets have seats. (Ones with an opening at the front of the seat may be the most hygienic.)

**Learner response to the questionnaire:**

Written comment provided by a 9-year-old learner made regarding 'Improvement' – *Need more toilet paper and we need to get bigger doors and more space.*

- All toilets have lids. (It is good practice for the lid to be closed when the learner flushes the toilet in order to minimise the spread of water droplets when flushing.)
- All urinals flush automatically and have suitable means of drainage.
- Toilet paper is provided in all toilet cubicles, at the start of a school day, and a process of re-supply is in place at a reasonable mid-point of the school day, unless re-supply is required through loss informed by a learner or member of staff.
- Soft toilet paper is provided. (This is preferable to hard, non-absorbent paper. Hard paper is unpopular with users and is a contributing factor to toilet avoidance.)
- Toilet paper dispensers are sturdy. If they are bolted back to back between cubicles, it is harder to vandalise them.
- Toilet paper dispensers are mounted where they are easily accessible.
- Toilet paper dispensers are big enough to hold commercial size rolls. A lockable cupboard for spares should be sited close by.

### Disabled toilets

- Disabled learners have fully accessible toilets, that can be accessed quickly and easily from wherever they are in the school. This is not restricted to special schools, as there are disabled learners in mainstream schools. (Access to disabled toilets can be with an electronic key, to prevent other learners using the toilets.)
- BS8300 and Part M of the Building Regulations refer to disabled toilets, and require any toilet room with more than four cubicles to have an accessible cubicle.
- There are no steps or other obstacles that would cause difficulties for a wheelchair user or person with limited mobility. Provision should also be made for users with hearing, sight or other sensory impairment.
- Cubicles are big enough to manoeuvre a wheelchair.

**Learner response to the questionnaire:**

Approximately 74.5 per cent of respondents to the Welsh Government School Toilet Questionnaire said that they 'sometimes' or 'often' found their school toilets blocked or not working.

- They have handrails fitted at appropriate heights.
- They are able to accommodate a hoist and a member of staff (as some users will need assistance).
- Taps and soap dispensers are suitable for users with poor grip, coordination problems and/or limited mobility.

## Washbasins, water and hand hygiene

### Learner response to the questionnaire:

Written comment provided by a 9-year-old learner made regarding 'Improvement' – *They are disgusting, you have no soap to wash your hands after using the toilets.*

Germs are found just about everywhere. They are transferred to our hands when we touch other people, animals, body fluids, contaminated surfaces and raw food, and when we cough and sneeze. They can then be passed into our bodies (e.g. when we eat without washing our hands first), to other people, food and other surfaces that we touch. Thorough hand washing using liquid soap and running water is the single most effective way of stopping germs from getting into our bodies and causing infection<sup>19</sup>. Studies show that good hand washing after using the toilet reduces the spread of gastrointestinal infections<sup>20</sup>.

**Given that E.coli 0157 causes diarrhoea and can be spread person-to-person by faecal/oral contact, the importance of schools having in place adequate toilet and hand washing facilities and hygiene practices for learners and staff is obvious.**

The Public Inquiry into the September 2005 Outbreak of E.coli 0157 in South Wales

Thorough washing with liquid soap and running water removes most germs from our hands<sup>21</sup>. It is good to use liquid soap and disposable paper towels because sharing bars of soap and towels can spread germs from one person to another. Using a liquid soap can give better protection. Bar soap and nailbrushes are not recommended. Disposable paper towels are the best option for drying hands because damp towels can harbour germs<sup>22</sup>. Roller towels are not recommended but, if used, should be part of daily inspection/monitoring and should be changed if visibly dirty, wet, have been pulled off the wall, are hanging down or have come to the end of the roll. Hands that have been washed can be re-contaminated by not being dried or by incorrect drying (such as dirty roller towels or failing to thoroughly dry hands under warm air dryers).

Toilets are an inappropriate, unappealing and unhygienic location for drinking facilities and will discourage learners from drinking. They should not be used as a site for providing drinking water.

<sup>19</sup> Horton R (1996), 'Handwashing: The fundamental infection control principle', *British Journal of Nursing* 4 (16): 926–933

<sup>20</sup> Worsley MA, Ward KA, Privett S, Parker L and Roberts JM (eds) (1994), *Infection Control: A Community Perspective*, England: Infection Control Nurses Association

<sup>21</sup> Gould D (1994), 'Making sense of hand hygiene', *Nursing Times* 90(30) 63–64

<sup>22</sup> Gould D (1996), 'Hand hygiene to prevent infection in the community', *Health Visitor* 69(8): 325–329

**Learner response to the questionnaire:**

Approximately 42 per cent of respondents to the Welsh Government School Toilet Questionnaire said that they 'often' found no soap available to wash their hands.

## Good practice

- Washbasins are adjacent to all toilets and urinals.
- All washbasins are in working order.
- Every washbasin has hot and cold running water. A thermostatic mixing valve tap (TMV) to control the hot water at each outlet to a pre-selected temperature, typically 41°C is preferable. Water must be warm but not so hot that it could scald<sup>23</sup>.
- If push taps are used, they stay on long enough for learners to wash their hands properly.
- Taps in washrooms are labelled as non-drinking water. Drinking water supplies of any sort are not located in toilet areas. Schools should ensure that a supply of wholesome drinking water is available, free of charge, located elsewhere within the school – with communication provided to clearly identify its location.
- A minimum of one wall mounted liquid soap dispenser is provided between two washbasins.
- Soap dispensers are replenished on a day-to-day basis and cleaned between refills (not simply topped up). Cartridge, liquid, disposable dispensers are most appropriate. Dispensers should be non-drip.
- Hand drying provision enables large numbers of users to dry their hands in a limited time frame. Paper towels are generally recommended from a hygiene point of view but must be replenished throughout the day.
- Supervision of hand washing and toileting for young children and those with special needs is provided (*Teach germs a lesson!*).
- Washroom/toilet areas have lidded waste bins for used hand towels.
- Pictorial guidance is displayed in all toilet areas for learners and staff on when and how to wash their hands.
- Washrooms are provided with shatterproof mirrors, at an appropriate height for users.

<sup>23</sup> Governing bodies and headteachers should be mindful of legionella when planning, procuring or managing hot/cold water systems. Further guidance can be found in the Health and Safety Executive document *Legionnaires' Disease – A Guide for Employers* ([www.hse.gov.uk/legionnaires/index.htm](http://www.hse.gov.uk/legionnaires/index.htm)).

## How should we wash our hands?



Pictures taken from *Mind the germs! Infection Control Guidance for Nurseries, Playgroups and other Childcare Settings* (Welsh Assembly Government, 2006)

An alternative photographic version of the above picture is provided with kind permission by Cardiff Council. If you are reading this hard copy, the link to the alternative photographic version can be found by accessing the Cardiff Council website on [www.cardiff.gov.uk](http://www.cardiff.gov.uk), and follow the tabs 'Environmental Health', 'Health Improvement' and subsequently 'School Hand Hygiene Initiative'.

Both the version above and the alternative could be used by schools as posters.

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## Case study

### Hand washing

In 2010 Cardiff Council Health Improvement Team produced a Hand Hygiene Toolkit for schools – Preventing the spread of infection is in our own hands. The toolkit provides practical literature to enable schools to promote, encourage and sustain effective and frequent hand washing by their learners during school hours. The toolkit is the conclusion of twelve months work which included working in partnership with schools and industry to trial hand washing products and health promotion interventions, to undertake surveys of school learners and headteachers, and facilitate focus groups with caretakers, learners and suppliers.



The toolkit includes the methods used in this initiative, the results of the trials, examples of good practice to promote and sustain good hand hygiene behaviour, teaching guides, contact details of suppliers as well as a CD-ROM which provides additional guidance and a video of good hand washing technique targeted at Key Stage 1. This toolkit is also being used as a reference point for schools undertaking Healthy Schools work.



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## Female sanitary products and disposal

Many girls start menstruating while at primary school. Some may be shy or embarrassed about being among the first to start their periods and need help to manage their periods comfortably and in sanitary conditions. They need to feel comfortable about obtaining and disposing of sanitary products without drawing attention to themselves. Lack of disposal facilities creates embarrassment and encourages unsanitary practice.

### Good practice

- Sanitary machines are placed in all age appropriate girls' toilets (aged 8 or over) where sanitary towels/tampons can be obtained unobtrusively without having to ask an adult.
  - Secondary schools: each set of toilets (with two or more toilet cubicles) for girls has a sanitary dispenser.
  - Primary schools: a minimum of one set of toilets for girls aged eight and over has a sanitary dispenser.
- All girls are regularly informed (including at the beginning of every school year) that sanitary products are available to obtain in a discreet manner (and from named females) in an emergency at all times.
- Disposal bags or toilet paper are available in cubicles for girls to wrap used sanitary products in.
- Sanitary disposal units are available in all age-appropriate female toilets within individual cubicles. Ordinary bins are not sufficient.
- Sanitary disposal units are emptied sufficiently often, by a registered company, to prevent them from becoming over-full or malodorous.

## Toilet hygiene

Although toilet bowls are highly likely to be contaminated with germs, the risk of transmission is usually low<sup>24</sup>. However, transmission may occur through direct contact with the contaminated surface, for example, by touching the toilet, splashing or during flushing. Therefore, toilets should be checked regularly throughout the day, and cleaned and disinfected as necessary. The frequency of cleaning and maintenance procedures will depend on how many children use the facilities and whether they have good toilet habits. When cleaning is only done once daily, it is much more likely that the toilets will become unsanitary and will be avoided by some learners. Good practice guidance on the cleaning of school toilets together with toilet cleaning check lists and recommended cleaning agents are available on the BOG Standard website<sup>25</sup>.

### Good practice

- All toilet equipment, including cubicle seats, is thoroughly cleaned at the end of each day, and similarly during a non-break time during the day – with consideration given to learners who require these facilities at this time.
- Washbasins are clean at the start of every day, with a process in place to inspect and maintain this standard during the school day.
- Fixtures and fittings are cleaned at the start of each day and reasonably maintained during the school day.
- Frequent hand contact sites, such as toilet flush handles, taps, doorknobs and waste bins are cleaned and disinfected regularly.
- The general washroom/toilet environment is cleaned at the end of each day with materials that expel and adequately deter germs.
- Disposable cleaning cloths are used whenever possible. If reusable cloths are used, they must be decontaminated after each use and at least once a day. (Cloths and other cleaning utensils can be decontaminated by hot machine-washing at least 60°C.)

<sup>24</sup> IFH (revised 2004), *Guidelines for prevention of infection and cross infection in the domestic environment*, Intramed Communications s.r.l, Italy ([www.ifh-homehygiene.org](http://www.ifh-homehygiene.org))

<sup>25</sup> [www.bog-standard.org/adults\\_resources.aspx](http://www.bog-standard.org/adults_resources.aspx)

**Learner response to the questionnaire:**

Approximately 58 per cent of respondents to the Welsh Government School Toilet Questionnaire said that they 'often' found their school toilets to be 'smelly, dirty or messy'.

- Mops used to clean heavily contaminated areas, e.g. spills of vomit or faeces, are cleaned in a designated area, rinsed with a disinfectant, wrung as dry as possible and then dried quickly, preferably at high temperatures and then stored with the mop head facing upwards.
- Mops are never cleaned in a washbasin that is used for food preparation or hand washing. (Disposable or detachable mop heads that you can hot machine-wash are ideal.)
- Cloths, mops, etc. used to clean the toilet area are not used in other areas of the school.
- Cleaning equipment used in toilets is colour-coded to help prevent its accidental use in other school areas.
- A system is in place to monitor the cleanliness of washroom/toilet equipment and its environment.

## Management and maintenance

Learners' toilets project an image of a school – good or bad – and have an effect on learner morale, behaviour and potentially health. The state of the school toilets can often be of great concern to learners and visiting parents/carers. Well-maintained hygienic toilets provide a visible indication to learners and parents/carers that the school values and respects the health, safety and well-being of its learners. It is important for schools to keep on top of hygiene and maintenance. Once a toilet becomes run down it is much more difficult to clean. If it's in a bad state, it is also not much of a deterrent to vandalism.

Funding is provided to schools through their delegated budget to enable day-to-day maintenance repairs to be undertaken. It is a matter for individual schools in conjunction with their respective LAs to determine whether school toilets can no longer be repaired safely, or that they do not meet the requirements of the Education (School Premises) Regulations 1999 and replacement, upgrade or improvement is the only option. LAs are responsible for investment in school premises and decisions on investment rest solely with them, taking into account the needs and circumstances of their schools. Toilet refurbishment can either be part of an overall investment programme or should form part of a LA's planned maintenance programme prepared in conjunction with their schools.

### Good practice

- The school has a budget allocation for toilet repairs, maintenance and cleaning.
- The school has a process in respect of staff and learners reporting faults, hazards or resource loss, which is suitably communicated.
- All complaints are taken seriously and dealt with promptly.
- Designated persons, or in some cases a prescribed and controlled rota of persons, are in place to manage the various aspects of washroom/toilet supervision and control.
- Daily, monthly and term toilet management checklists<sup>26</sup> are used. (Use the data for audit purposes and the enhancement of existing processes and provision.)
- Out-of-order toilet equipment is reconditioned within a 24-hour period.

<sup>26</sup> [www.bog-standard.org/adults\\_resources.aspx](http://www.bog-standard.org/adults_resources.aspx)

- Inspection regimes are recorded, with the data used for audit purposes and the enhancement of existing processes and provision.
- Records of LA inspection/maintenance or repair of washroom/toilet areas are made and retained with school inspection/maintenance and repair data.
- The provision and maintenance of washroom/toilet facilities is reported and discussed at governors' meetings.
- A brief statement is included in the school governors annual report on the provision of toilet facilities for learners registered at the school and arrangements in place to ensure their accessibility, safety and cleanliness.
- The issue of toilet standards and management is included on other relevant school meeting agendas, e.g. staff, school council and the PTA. (Include the issue in newsletters and governor reports.)
- Similarly, other school meetings featuring staff should include the provision and maintenance of washroom/toilet facilities.
- A recommendation by Professor Hugh Pennington was that local authorities should have a 'programme' of audit to ensure that all schools have adequate toilet and hand washing facilities. Further information in relation to the audit process can be found at Annex D.

## Annex A

### **Please note.**

The following example policy has been developed for schools in England but could be taken by governing bodies/headteachers of schools in Wales as a basis for their own policy; however certain provisions within Wales differ from those in England. Specifically for Wales, paper towels are considered preferable for hand drying. The social and emotional aspects of learning (SEAL) programme, while available on the Welsh Government website, is not universally delivered in schools in Wales. Any such policy could be used as evidence towards meeting the hygiene indicators for the Welsh Network of Healthy School Schemes National Quality Award.

There is no specific section that identifies learner responsibility, within the following sample school toilet policy. Schools may wish to include such a section, identifying the expectation of behaviour and respect in maintaining a healthy environment for themselves and other learners.



## Sample School Toilet Policy

**School name:**

**Date of policy implementation:**

**Date of next review:**

**The named persons for drawing up and leading the review of this policy are:**

.....

This document is freely available to the entire school community. It has been approved by the school governors and learners, and made available in the school newsletter, website and prospectus.

### **Aims**

- To maximise access to learners' toilet facilities during the day to promote the health, well-being and learning opportunities of all learners.
- To provide good quality toilet facilities throughout the school.

### **Rationale: Why are we writing this policy?**

- The school recognises that well-maintained toilet facilities where learners feel comfortable and safe and have open access to throughout the school day, are essential for health, well-being, and learning.
- We value and respect our learners and want them to be able to benefit from good provision and practice.

### **Objectives: What do we want to achieve?**

- To ensure that this policy is both accepted and upheld by the whole-school community – school management, staff, learners, governors, parents/carers, site manager, cleaning and ancillary staff.
- To keep all toilets open and available to learners throughout the school day. While learners can use toilet facilities at break and lunchtimes if they need to, we ensure learners have access at all times. We recognise that toilet needs are highly individual and do not conform to regimental timetables. At secondary level, to cut down on the need for learners to leave lessons, we will provide regular and frequent enough toilet breaks (every 45–60 minutes). We recognise that some learners only feel comfortable going to the toilet when others are not around and will allow them to quietly sign in and out of class to use the toilet without adverse comment.

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- To ensure that the toilet and washroom facilities are suitable for the range of anticipated users, including learners with disabilities and special needs, with adequate lighting, fixtures and fittings.
- To ensure the toilet and washroom facilities cater for the needs of all learners from ethnic and religious communities, and ensure these needs are met in a sensitive, informed and appropriate manner.
- To ensure that the toilet facilities provide visual and aural privacy for users, ensuring a spare supply of cubicle door locks.
- To ensure that all toilet areas have properly maintained supplies at all times of warm and cold water, liquid soap, hand drying facilities and toilet tissue in dispensers, provided at a convenient height.
- To ensure sanitary disposal units in all female cubicles (for girls aged eight and over) are serviced on a regular basis and to provide sanitary dispensers in female toilet blocks (where applicable).
- To implement and maintain an effective toilet cleaning, supervision and inspection regime to ensure proper standards of provision and cleanliness, throughout the school day.
- To locate drinking water supplies and outlets in safe and appropriate locations, and not in toilet areas.
- To supervise the toilets at break and lunchtimes, if learners perceive the need. If learners assume this role, we will train and supervise them to ensure they carry out their duties correctly and do not restrict fellow learners from using the toilets as and when they need to.
- 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 learners to report deficiencies or problems) and to respond seriously to these and deal promptly with any problems highlighted by the learners.
- To actively consult and involve the learners in managing the toilets (via the school council or establish a working group).
- To encourage learners to respect the toilets and each other (via the school council, in PSE lessons, in form-teacher discussion times, in the SEAL programme) and for learners to establish a Learner Code of Conduct in toilets and washrooms.
- To regularly include toilet management issues in all appropriate school council, staff, parent/carer and governor meetings.

- To provide indoor social areas to discourage toilets from being used for such purposes.
- To implement and maintain annual reviews of the policy to monitor that it is being adhered to and remains relevant.

### **Notes**

- This policy document was produced in consultation with learners, parents/carers, school staff, governors and the school nurse.
- The school actively supports the provision of open access to well-maintained, clean, private and safe toilet facilities throughout the school day.

## Annex B

### (Example) School Toilet Charter

Access to decent toilets whenever the need arises is a fundamental human right and necessary for good health and well-being.



#### All schools should provide:

1. Unrestricted access to a toilet, whenever or wherever the need arises.
2. Adequate numbers of facilities for both female and male users which ensure sufficient privacy.
3. Dedicated unisex toilets, or female and male toilet cubicles, properly equipped, for users with special needs.
4. Properly designed toilet and washroom facilities, suitable for the range of anticipated users, with adequate lighting, ventilation, fixtures and fittings.
5. Hot water, ideally from a mixer tap, with adequate provision for liquid soap and hand drying facilities.
6. Toilet tissue dispensers provided at a convenient height, replenished as needed throughout normal hours of usage.
7. Sanitary towel disposal units in all female cubicles (where age appropriate in both primary and secondary schools), serviced on a regular basis.
8. An effective toilet supervision regime to ensure proper standards of provision and management throughout normal hours of usage.
9. An effective toilet cleaning/inspection regime to ensure adequate standards of hygiene, behaviour and cleanliness, throughout normal hours of usage.
10. A published school toilet management policy approved by school governors and learners, and communicated to all learners, parents/guardians and staff.
11. A child friendly comments/complaints procedure, for learners, parents/guardians and staff to communicate toilet concerns or grievances to the head teacher and/or school governors.

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## Annex C

### Education and Resources for Improving Childhood continence

#### BOG Standard Campaign – Good toileting

##### **Good toileting practice – for learners with continence problems**

1. This group of learners should be encouraged to make full use of breaks to visit the toilet.
2. They will need the opportunity to make scheduled (perhaps hourly) visits to the toilet.
3. It is important for many of these learners to sit down on the toilet and spend several minutes trying to make sure the bladder and bowels are completely empty.
4. They should have the opportunity to visit the toilet in privacy.
5. Many of these learners will have a very short warning of the need to go and may need to go frequently, even if they have just been. They should be allowed to leave the class to visit the toilet immediately, without fuss, and without having to wait for permission. Avoid causing embarrassment or making them 'hang on'.
6. Consider where the learners sit in class in relation to the door and when regrouping learners for different activities.
7. In order to develop their bladder capacity and to help avoid constipation and soiling problems, it is important they drink water regularly throughout the school day.

##### **Good toileting practice – for learners without continence problems**

1. Most learners should be encouraged to only go to the toilet when they feel the need to go.
2. They should not be taught to go 'just in case'.
3. They should not be subject to prolonged delays before going.
4. They should be able to go to the toilet without adverse comment or restriction.
5. They should have open access to toilets when the need arises.
6. They should have the opportunity to visit the toilet in privacy.
7. They should be encouraged to drink water regularly throughout the school day.

## Annex D

Following the outbreak of Escherichia coli (E.coli) the National Assembly for Wales appointed Professor Hugh Pennington to hold a public inquiry to 'enquire into the circumstances that led to the outbreak of E.coli 0157 infection in South Wales in September 2005 and into the handling of the outbreak; and to consider the implications for the future and make recommendations accordingly.' Professor Pennington's report, made a series of 24 recommendations aimed at public sector bodies and food businesses. One of those recommendations was that every local authority should have a programme of audits to ensure that all schools have adequate toilet and hand washing facilities.

Welsh local authorities have worked hard to respond to this recommendation by promoting effective infection control systems and procedures in schools. All local authorities have reviewed their arrangements and taken action where necessary to strengthen them. Ceredigion Council's School Toilet and Hygiene Survey is just one example of the audit process in practice. Ceredigion Council produced an inspection pack with standard letters for sending to schools and survey forms for school councils to complete, standard phrases for officers to use, as well as a 'Hands Up for Hygiene' toolkit that each school has now received. Ceredigion's audit documentation is reproduced, with their kind permission – for further details please contact Ceredigion County Council on 01545 572105 or [envhealth@ceredigion.gov.uk](mailto:envhealth@ceredigion.gov.uk)



Cyngor Sir  
**CEREDIGION**  
County Council



## Ceredigion Schools Hygiene and Toilet Survey

Standard: The environment will be maintained appropriately to reduce the risk of cross infection. (ICNA and DOH (2005), *Audit tools for monitoring infection control guidelines within the community setting*)

Name of officer:		Date:	
		Time:	
School:		Type of school (please tick):	
Address:		Infants <input type="checkbox"/>	Junior <input type="checkbox"/>
		Primary <input type="checkbox"/>	PRU/TLC <input type="checkbox"/>
		Secondary <input type="checkbox"/>	Meithrin (affiliated with school) <input type="checkbox"/>
		Other (please state)	
Representative spoken to at school:		Designation of person spoken to:	
<b>Toilet provision and general cleaning information</b>			
Number of learners:		Number of toilets – male:	
Are shared unisex toilets provided?	Y / N	Number of toilets – female:	
Are showers provided?	Y / N		
Are toilets accessible from within the school building (i.e. not an external toilet block)?	Y / N	Do learners and teachers/other staff/visitors share the same toilets?	Y / N
Are checks made during the day to ensure facilities remain clean and soap, drying facilities and toilet paper are provided?	Y / N	Who is responsible for these checks? (please state)	
Who is responsible for cleaning the toilets?		What is the estimated time spent on cleaning toilets? (please state)	
Caretaker <input type="checkbox"/>			
Ceredigion Cleaning Services <input type="checkbox"/>			
Contractor <input type="checkbox"/>			
(Name of company)			

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Are separate cloths used for taps/toilet seats/etc.?		Y / N		Are cloths: disposable? <input type="checkbox"/> reusable? <input type="checkbox"/> other? <input type="checkbox"/>		
How do they ensure separate cloths are used for different cleaning tasks (e.g. colour coded)?		If other, please state .....				
Where reusable <b>cleaning cloths</b> are provided please answer the following. Who launders them? How are they laundered? How often are they laundered?			Where reusable <b>hand towels</b> for learners/staff are provided please answer the following. Who launders them? How are they laundered? How often are they laundered?			
Are the following cleaned? If yes, please state how often.		Twice a day	Once a day	Twice a week	Once a week	Other
Door handles	Y / N					
Flush handles	Y / N					
Taps	Y / N					
Toilet seats	Y / N					
Shower tray and surrounds	Y / N N/A					
Shower heads	Y / N N/A					
Are cleaning chemicals/additional toilet paper/cleaning equipment accessible during the day?		Y / N		Are cleaning staff trained to appropriately dilute chemicals to correct rates?		Y / N
Are cleaning schedules available?		Y / N		Are cleaning schedules satisfactory (e.g. completed/signed by staff/up-to-date)?		Sat / Unsat
Are cleaning schedules available to view?		Y / N		Are COSHH assessment sheets available to view for chemicals used?		
What chemicals are used (inc. dilution rates)?						

Drinking water		
Where are drinking water fountains/dispensers located? (please state)	Are water bottles kept at the school for learners?	Y / N
If water dispensers are provided, are they: mains water? <input type="checkbox"/> bottled water? <input type="checkbox"/>	Please state where learners' water bottles are filled.	
Who services the water dispensers and how often does this take place?	Is there a cleaning regime for water bottles? Y / N If yes, briefly outline.	
Who supplies bottled water for water dispensers/fountains?	Are the bottles cleaned: in the school? <input type="checkbox"/> at home? <input type="checkbox"/>	
Where are bulk bottles stored?	Do learners' water bottles have names on them?	Y / N
If water <b>dispensers</b> are provided, please state below where and how they are cleaned (inc. sanitiser used/cloths used/frequency of cleaning/etc.)?		
Location	Cleaning regime	

Hand washing awareness			
Is hand washing encouraged: after using the toilet? before eating? after outdoor play?	Y / N Y / N Y / N	How is hand washing encouraged? Verbal reminder from teacher/LSA Posters in vicinity of toilet/wash hand basin	<input type="checkbox"/> <input type="checkbox"/>
Has the school participated in hand washing education provided by the school nurses?	Y / N	Is the school aware of hand washing campaigns run by the school nurses/Environmental Health?	Y / N
If yes to above, please state: How often these sessions take place?  When was the last session held (approx)?		Are farm visits made?  If yes, how is hand washing undertaken during the visit?	Y / N
Other			
Is the school used on evenings/weekends?                      Y / N  If yes, is there access to cleaning equipment at these times? (please expand)			
Additional notes			
Signed ..... Date .....			

## Inspection sheet

Location .....

For each toilet block/male and female/etc.

Hand washing and facilities			
Are all wash hand basins in good working order?	Y / N	Is soap provided?	Y / N
Is hot/warm running water provided at all wash hand basins?	Y / N	Is soap available at each sink?	Y / N
How is hot water provided? (please tick all that apply)		What type of soap is provided? (please tick all that apply)	
Geysers	<input type="checkbox"/>	Liquid	<input type="checkbox"/>
Direct from hot water cylinder	<input type="checkbox"/>	Solid/bar	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	Other (please state)	<input type="checkbox"/>
Are wash hand basins located adjacent to toilets/in same room as toilet block?	Y / N	Where liquid soap is provided, is it provided in a wall mountable dispenser?	Y / N
Is each toilet provided with supply of toilet paper?	Y / N	Are wash hand basins free of overflows?	Y / N
Are sanitary disposal facilities considered and provided where necessary?	Y / N	Are wash hand basins free of plugs?	Y / N
Are hand drying facilities provided? (If yes, please state type by ticking the appropriate box below.)			
Disposable paper towels	<input type="checkbox"/>	Air dryer	<input type="checkbox"/> Is it in good working order? Y / N
Wall mounted dispenser	<input type="checkbox"/>	Other (Please state)	
Reusable fabric hand towels	<input type="checkbox"/>		

Cleanliness			
Please score the relevant areas 1–5 according to cleanliness noted (5 being excellent).			
Toilet bowl	1 2 3 4 5	Floors	1 2 3 4 5
Wash hand basin	1 2 3 4 5	Walls	1 2 3 4 5
Cubicle	1 2 3 4 5	Ceiling	1 2 3 4 5
Contact points (e.g. handles/flush/door knobs/etc.)	1 2 3 4 5	Doors	1 2 3 4 5
Additional notes			
Cleaning			
Are toilets flushed?	Y / N	Is drainage satisfactory?	Y / N
How is ventilation provided: mechanical? <input type="checkbox"/> natural? <input type="checkbox"/>	Sat / Unsat	Are all toilets lockable?	Y / N
Is there evidence of limescale: in the toilet bowl? under the toilet seat? around the toilet rim?	Y / N Y / N Y / N		

Structure			
Comments			
Walls			
Ceiling			
Floor			
Toilet bowl/seat/ urinal			
Wash hand basins, etc.			
Lighting			
Windows (if applicable)			
Waste			
Are waste bins provided?	Y / N	Are waste bins in good working order?	Y / N
Are waste bins foot operated?	Y / N	Are the number of waste bins satisfactory? (e.g. signs of overflowing, etc.)	Y / N
Additional notes (e.g. drainage-related odours, etc.)			

# Annex E

## School Toilet Questionnaire

**We would like you to answer the questions below as it's important to know what you think about school toilets. Please tick the correct box. Thank you for answering honestly.**

**1. Are you:** male?  female?  **How old are you? .....** **What year are you in? .....**

**2. What do you think of your school toilets?**  
 Nice  Okay  Quite bad  Really horrible

**3. Do you use the school toilets?**  
 Always  Sometimes  Only when I really have to  Never

**4. When do you use the school toilets?**  
 Only at break times  Only during class  Whenever I need to

**5. Do you wash your hands after using the school toilet?**  
 Always  Sometimes  Never

<b>6. Have you come across the following problems in your school toilets?</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>
No toilet paper			
No warm water for washing hands			
No soap for washing hands			
No hand towels/dryers			
People can look over/under doors			
Doors that don't lock			
Smelly, dirty or messy			
Toilets blocked or not working			
Not enough toilets			
Being scared of other learners in the toilets			
Not enough time to use the toilet			
Not allowed to use the toilet when you need to			

**7. Give your school toilets a mark out of 10 .....**

**Would you like to say anything else about your school toilets?  
 Can you suggest ways they could be improved?**

School toilets:  
 Good practice guidance  
 for schools in Wales  
 January 2012

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