



Ysgol Bro Tawe

## Toilet Policy

The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships. Our belief in "restorative approaches" ensures that every child is listened to.



Article 16: You have the right to privacy

Article 6: You have the right to life and to grow up to be healthy

Article 12: Your right to say what you think should happen and be listened to

Article 23: Your right to special care and support if you are disabled so that you can lead a full and independent life

Article 27: Your right to a good standard of living

**The named persons for drawing up and leading the review of this policy are:** B. Evans, C Davies, J Williams & C.Jones.

This document is freely available to the entire school community. It has been approved by the school governors and learners.

This document outlines the philosophy, aims and principles of promoting effective toileting practice. The aims of this policy are primarily targeted to support effective toileting practice within the Early Years & Foundation Phase, though recognises the need to take into account individual children within other year groups. This policy aims to take into account diversity and provide equality of opportunity.

### **Introduction**

Starting school has always been an important and rewarding, yet, potentially challenging time for both children and the schools that admit them. It is also a time of growth and very rapid developmental change for all children. As with all developmental milestones in the foundation stage, there is wide variation in the time at which children master the skills involved in being fully toilet trained. Children in the Foundation Phase may:

- be fully toilet trained

- have been fully toilet trained but regress for a little while in response to the stress and excitement of beginning the Foundation Phase
- be fully toilet trained at home but prone to accidents in new settings
- be on the point of being toilet trained but require reminders and encouragement
- not be toilet trained at all but likely to respond quickly to a well structured toilet training programme
- be fully toilet trained but have serious disabilities or learning difficulties
- have delayed onset of full toilet training in line with other development delays but will probably master these skills during the Foundation Phase
- have ALN that make it unlikely that they will be toilet trained during the Foundation Phase

### **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, , 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.
- 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 implement and maintain an effective 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
- 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 Eco committee, Listening to Learners surveys, in PSE lessons, and for learners to establish a Learner Code of Conduct in toilets and washrooms.
- To regularly include toilet management issues in all appropriate, staff, parent/carers and governor meetings.
- To implement and maintain annual reviews of the policy to monitor that it is being adhered to and remains relevant

The Protection of Children Child Protection Procedures and Multi-Agency Protection procedures will be adhered to.

If any member of staff has concerns about physical changes to a child's presentation, e.g. marks, bruises, soreness etc. s/he will immediately report concerns to the appropriate designated person for child protection.

All staff will be required to confirm that they have read the School Toilet Policy document.

## 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.

## Appendix 1                      Conditions that may affect bowel or bladder control

Some of the conditions, which can have an effect on bowel or bladder control, include the following:

Autistic Spectrum Disorder: a lifelong, non-progressive neurological disorder characterised by language and communication deficits, withdrawal from social contacts and extreme reactions to changes in the immediate environment.

Crohn's Disease: an inflammatory bowel disease characterised by severe chronic inflammation of the intestinal wall or any portion of the gastrointestinal tract.

Hirschsprung's Disease: a rare disorder of the bowel, the symptoms of which can include constipation, distension of the bowel and vomiting.

Imperforate Anus: a congenital abnormality in which the anus is not fully formed.

Irritable Bowel Syndrome: a bowel condition characterised by abdominal pain and by wide variations in the frequency and predictability of bowel movements.

Spina bifida: the incomplete development of the spinal column, which can cause difficulties with bladder and bowel control.

In all cases where a condition is identified and for any incidence of incontinence, a planned programme of support will be implemented with the support of the child's parents to ensure that the child's needs are provided for.