

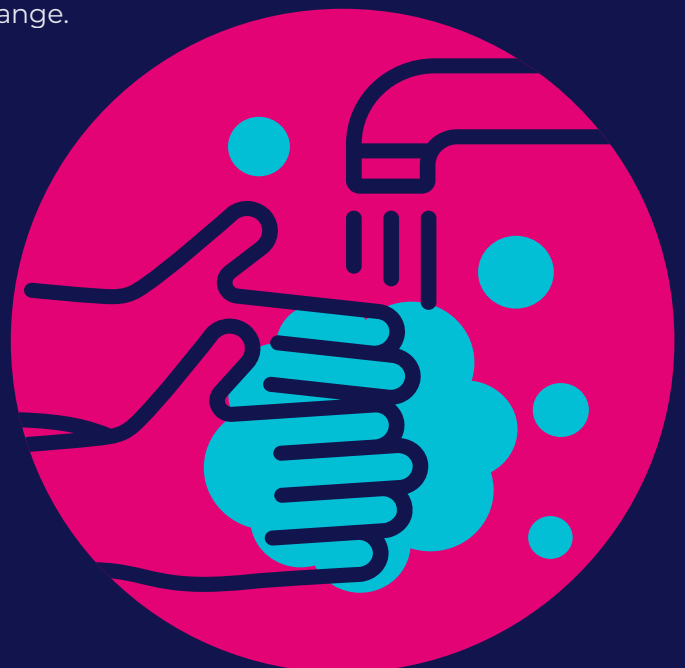
CAMPAIGN TOOLKIT

Separate and Adequate Toilet Facilities

Introduction

NASUWT is committed to ensuring that all members have access to a healthy, safe and dignified working environment. A critical component of this is the provision of separate, hygienic and fully functional toilet facilities for staff. However, reports from members highlight ongoing challenges in many schools and colleges, including inadequate facilities, shared toilets with pupils, and a lack of compliance with legal standards.

This toolkit has been developed to empower Workplace Representatives to advocate effectively for improvements in toilet and hygiene facilities. It provides a comprehensive guide, equipping you with the knowledge, resources and strategies needed to bring about positive change.



Why this issue matters

- **Health and safety:** Inadequate access to clean and private toilet facilities can lead to significant health issues, including infections and stress, as well as negatively impact staff morale.
- **Professional boundaries:** Sharing facilities with pupils compromises privacy and dignity, undermining professional boundaries and leaving staff vulnerable to allegations of misconduct.
- **Legal compliance:** Employers are legally required to provide a sufficient number of separate toilets for staff and pupils, along with facilities that meet hygiene and accessibility standards.

Toolkit components

This pack includes:

- 1 **Campaign actions:** Step-by-step strategies to raise awareness, engage stakeholders and secure improvements.
- 2 **Evidence collection tools:** Practical methods for documenting facility issues and gathering staff feedback.
- 3 **Legal guidance:** Clear references to laws and regulations that support your case.
- 4 **Template materials:** Ready-to-use letters, posters and infographics for communication and advocacy.

How to use this toolkit

The toolkit is designed to be flexible, allowing you to tailor actions and materials to your specific workplace. Whether you're raising initial concerns with leadership or escalating unresolved issues to regional or national levels, these resources will guide you at every stage.

Thank you for your commitment to improving working conditions for all NASUWT members.

Let's make a difference – starting now.

Campaign actions:

Step-by-step strategies to raise awareness, engage stakeholders and secure improvements.

This section outlines actionable steps to raise awareness, engage stakeholders and drive improvements in staff toilet facilities. These strategies are designed to help NASUWT Representatives navigate challenges and secure meaningful outcomes.

Step 1: Assess the current situation

Objective: Identify the scope of the issue and gather evidence to support your campaign.

Actions:

- Conduct surveys and focus groups with staff, documenting their experiences (refer to the Evidence Collection Tools section).
- Undertake health and safety inspections, which include a focus on toilet facilities.
- Use observation checklists and incident logs to identify recurring issues.
- Compile a report detailing the problems, supported by data, testimonials and photographic evidence.

Step 2: Raise awareness among staff

Objective: Inform colleagues about the importance of the campaign and build collective support.

Actions:

- Share key findings from your evidence collection through staff meetings or digital platforms.
- Display posters in staff areas.
- Use anonymised testimonials or personal stories to illustrate the impact of inadequate facilities.

Step 3: Engage school leadership

Objective: Secure a commitment to address the issues.

Actions:

- Request a meeting with leadership, such as the headteacher or facilities manager.
- Present your evidence report, highlighting legal obligations and the impact on staff wellbeing.
- Propose practical solutions, such as:
 - designating staff-only toilets;
 - increasing cleaning schedules; and
 - addressing structural issues or installing additional facilities.
- Emphasise the long-term benefits of improving staff morale, health and productivity.
- Follow-up: Send a formal letter summarising the meeting and agreed actions (use the provided letter template).

Step 4: Engage the wider school community

Objective: Build broader support to amplify the campaign.

Actions:

- Share the campaign with governors, parents or community groups, focusing on the positive impact on school staff and overall morale.
- Highlight the importance of teacher wellbeing in ensuring high-quality education.
- Use social media to share anonymised stories and campaign updates, using hashtags like #DignityAtWork and #TeachersDeserveBetter.

Step 5: Leverage NASUWT support

Objective: Escalate unresolved issues or seek additional resources.

Actions:

- Report the issue to either your Local Secretary or National Executive Member or, in their absence, your Regional or National Centre for further advice and intervention.
- Collaborate with NASUWT's Legal and Health and Safety teams via your Local Association Secretary to ensure compliance with regulations.
- If leadership is unresponsive, request union-organised inspections or audits of facilities via your Local Association Secretary.

Step 6: Organise collective action

Objective: Demonstrate solidarity and the importance of the issue.

Actions:

- Organise a coordinated action, such as a group letter signed by staff.
- Hold an 'all-together break', where staff use toilets simultaneously, to highlight the issue without disrupting pupils.
- Use a digital petition to show collective agreement on the need for improvements.

Step 7: Escalate to external authorities

Objective: If necessary, ensure compliance through external enforcement.

Actions:

- Report breaches to your National Executive Members who may raise it with the Health and Safety Executive (HSE) or local authority.
- Highlight potential legal and reputational risks for the school.
- In severe cases, escalate to NASUWT for consideration of industrial action.

Step 8: Monitor progress

Objective: Ensure agreed changes are implemented effectively.

Actions:

- Regularly check the condition and availability of facilities after improvements are made.
- Solicit ongoing feedback from staff to identify any remaining issues.
- Provide periodic updates to staff on campaign progress and next steps.

Step 9: Celebrate success

Objective: Acknowledge progress and build morale.

Actions:

- Publicly thank staff, leadership and other supporters for their contributions to the campaign.
- Highlight positive outcomes through posters, newsletters or social media.
- Share your success story with NASUWT to inspire similar actions in other schools.

Campaign timeline

- Week 1-2: Assess the situation and begin gathering evidence.
- Week 3-4: Share findings with staff and raise awareness.
- Week 5-6: Engage leadership and propose solutions.
- Ongoing: Monitor progress, escalate issues if necessary, and celebrate achievements.

By following these steps, NASUWT Representatives can lead a focused and effective campaign to secure the rights and dignity of staff in their schools and colleges.

Evidence collection tools:

Practical methods for documenting facility issues and gathering staff feedback

This section provides practical tools to collect evidence about inadequate toilet facilities, hygiene issues, and their impact on staff. Gathering detailed and organised evidence is crucial to building a strong case for improvements.

Anonymous staff survey

Use a survey to gather data on staff experiences with toilet facilities. Below is a sample survey structure:

Survey title: 'Your Experience with Staff Toilet Facilities'

Questions:

- 1 Are staff toilet facilities separate from pupil facilities?
Yes/No
- 2 How would you rate the cleanliness of staff toilets?
Excellent/Good/Fair/Poor
- 3 Do you feel there are enough toilets for staff use at peak times (e.g. breaks), including sufficient female toilets?
Yes/No
- 4 Have you experienced any health issues (e.g. infections, dehydration or stress) due to limited toilet access?
Yes (please specify)/No
- 5 How long do you usually wait to access a toilet during the workday?
Less than 5 minutes/5-10 minutes/Over 10 minutes
- 6 Do you limit water/fluids intake to avoid going to the toilet?
Yes/No (if yes, please describe your experience)
- 7 Have you ever had to share toilets with pupils?
Yes/No (if yes, please describe your experience)
- 8 Do you feel comfortable raising concerns about toilet facilities with leadership?
Yes/No
- 9 Additional comments or suggestions: *(Open text box)*

This survey could be distributed via online tools like Google Forms or Microsoft Forms and/or by paper surveys with an anonymous drop-off point. Ensure anonymity to encourage honest responses and, to show their voices are heard, share summary results with staff.

Incident log

Encourage staff to record instances of inadequate facilities or impacts on their work.
Provide a simple template:

Incident log template:

- Date: [e.g. 05/12/2024]
- Description of issue: [e.g. 'Shared toilet with pupils due to lack of staff-only facilities.']
- Impact: [e.g. 'Felt uncomfortable and unprofessional; delayed returning to class.']
- Location: [e.g. 'east wing, main building.']
- Reported to management: Yes/No
- Follow-up action taken: [e.g. 'None yet.']

How to use:

- Compile logs into a report to present to school leadership or NASUWT.
- Share examples (anonymised) during staff meetings to highlight recurring issues.

Photographic evidence

Document the condition of facilities with photos. Ensure they are clear and relevant, showing:

- dirty, broken or unusable toilets;
- evidence of overcrowding or shared facilities with pupils (do not take photos of pupils); or
- missing essential items (e.g. soap, sanitary bins, hand dryers etc.).

Tips for collecting photos:

- Obtain permission before taking photos.
- Keep files organised by date and location.
- Avoid capturing identifiable individuals to maintain privacy.

Focus group discussion

Host a small meeting with staff to discuss their experiences and gather qualitative feedback.

Discussion questions:

- 1 What are the biggest issues with our current toilet facilities?
- 2 How do these issues affect your health, wellbeing and work performance?
- 3 What improvements would make the biggest difference?

Documentation:

- Record key points anonymously or assign a note-taker.
- Highlight recurring themes or serious concerns.

Observation checklist

Create a checklist to assess the condition and availability of facilities. Use this for regular inspections.

Sample checklist:

- Are toilets clean and hygienic?
(Yes/No)
- Are there separate staff toilets?
(Yes/No)
- Are there sufficient toilets for staff numbers, including sufficient female toilets?
(Yes/No)
- Are toilets adequately stocked with essentials (e.g. soap, paper and sanitary bins)?
(Yes/No)
- Are toilets easily accessible during working hours?
(Yes/No)

How to use:

- Conduct walkthroughs with a union safety rep.
- Compile results into a report for leadership.

Health impact survey

If health issues are a concern, focus specifically on gathering data about impacts on staff.

Questions to Include:

- Have you experienced discomfort or health issues due to toilet access?

(Yes/No)

- If yes, specify the type (e.g. infections, dehydration or stress).

- Have you limited your water intake to avoid needing the toilet?

(Yes/No)

- Would better facilities improve your health and wellbeing?

(Yes/No)

Create a testimonial bank

Invite staff to share their personal stories about how inadequate facilities have impacted them.

Guidelines:

- Anonymity: Allow contributors to share stories anonymously.
- Use: Compile testimonials into a document to present to leadership or as part of campaign materials.

Example: *"I often have to wait until the end of the school day to use the toilet, which is uncomfortable and unhealthy. Separate staff toilets would make a huge difference to my wellbeing."*

Compile an evidence report

Use the collected data to create a structured report. Include:

- 1 **Summary of findings:** Highlight key survey results and common issues.
- 2 **Examples:** Share anonymised testimonials or incident logs.
- 3 **Recommendations:** Propose actionable steps for improvement.
- 4 **Supporting Legal References:** Include relevant laws and regulations.

By using these tools, Workplace Representatives can build a compelling case supported by evidence, making it harder for school leadership to ignore or delay action. Let me know if you'd like detailed templates for any of these tools!

Legal guidance: Clear references to laws and regulations that support your case.

This section outlines the key legal standards and regulations that require employers to provide safe, hygienic and separate toilet facilities for staff. These laws provide a strong foundation for advocating for improvements in your school or college.

Health and Safety at Work Act 1974/Health and Safety at Work (Northern Ireland) Order 1978

- Employers are legally required to ensure the health, safety and welfare of their employees.
- This includes providing adequate facilities for sanitation, including toilets and washing facilities.
- Failure to provide these facilities may constitute a breach of the Act, exposing the employer to potential enforcement action by the HSE.

Workplace (Health, Safety and Welfare) Regulations 1992/Workplace (Health, Safety and Welfare) Regulations (Northern Ireland) 1993

- **Regulation 20:** Employers must provide suitable and sufficient sanitary conveniences and washing facilities.
- Facilities must:
 - be kept clean and in good condition;
 - provide privacy, including lockable doors and separation between genders; and
 - be easily accessible to the workforce.
- Table of Minimum Standards:
 - The number of toilets and washbasins required depends on the number of staff. For example:
 - 1-5 staff: One toilet and one washbasin.
 - 6-25 staff: Two toilets and two washbasins.
- These figures are the legal minimum. NASUWT recommends **doubling these numbers** to accommodate peak usage times.

Education (School Premises) Regulations 2012 (England)

- Schools are required to provide separate toilet facilities for the sole use of pupils.
- The regulations also mandate appropriate hygiene standards and facilities for washing.
- In addition, Department for Education guidance states *Toilets and washing facilities for staff should be separate from those provided for pupils, except where they are designed for use by those who are disabled.*

The Education (School Premises) Regulations 1999 (Wales)

- In every school, there shall be a washroom or washrooms which are adequate for the number of staff at the school.
- Washrooms for staff shall be separate from washrooms for pupils.

The School Premises (General Requirements and Standards) (Scotland) Regulations 1967

- In every school, accommodation (including cloakroom and sanitary accommodation) shall be provided for staff.

The School Building Handbooks in Northern Ireland also provide for specific provision for staff and visitor toilets.

Equality Act 2010

- Employers have a duty to make reasonable adjustments for disabled staff, which includes ensuring that accessible toilets are available.
- Facilities must meet the needs of staff with protected characteristics, including gender and disability, to avoid discrimination.

Working Time Regulations 1998

- Staff are entitled to rest breaks, which must allow for the use of toilet facilities.
- Employers must ensure that breaks are sufficient for staff to access these facilities without detriment to their health or workload.

Disability and Sex Discrimination Laws

- Sex Discrimination: Male and female staff must have equal access to appropriate toilet facilities.
- Disability Discrimination: Shared use of disabled toilets is not a substitute for providing adequate staff toilets. Accessible toilets should primarily serve disabled staff and pupils.

Human Rights Act 1998

- Article 8 of the Act protects the right to privacy and dignity. Inadequate or shared toilet facilities may infringe on these rights.

Practical Application

- Hygiene and Privacy Standards: Every toilet must be ventilated, lockable and include a means for sanitary disposal (for female toilets). Washing facilities must provide hot water, soap and hygienic drying methods.
- Accessibility: Toilets should be within reasonable distance and available when needed. Schools with large staff numbers or unique layouts must ensure easy access.

Escalating Legal Concerns

If the school or college does not address your concerns, NASUWT can assist with:

- reporting breaches to the HSE/HSENI;
- supporting formal complaints based on disability or sex discrimination; and
- escalating issues to the local authority or Department for Education for non-compliance with regulations.

This legal framework demonstrates the importance of separate, hygienic and accessible toilet facilities for staff and provides a robust basis for your campaign. For further advice, contact your NASUWT National or Regional Centre or the HSE.

Template materials

For communication and advocacy

Below are templates you can use to advocate for separate and adequate staff toilet facilities. Each is designed to communicate your message effectively to different stakeholders.

Letter to leadership

Subject: Request for separate and adequate toilet facilities for staff

Dear *[Headteacher/Principal/CEO]*,

I am writing on behalf of staff at *[school/college name]* to raise concerns about the current provision of toilet facilities. Many staff members have reported issues related to hygiene, privacy and accessibility.

As you may know, under the Education (School Premises) Regulations 2012/ Education (School Premises) Regulations 1999/The School Premises (General Requirements and Standards) (Scotland) Regulations 1967/School building handbooks (delete as appropriate), staff must have access to separate toilet facilities from pupils. Additionally, the Workplace (Health, Safety and Welfare) Regulations 1992/Workplace (Health, Safety and Welfare) Regulations (Northern Ireland) 1993 (delete as appropriate) mandate that toilets must be clean, private and easily accessible to the workforce.

We respectfully request the following steps be taken:

- a review of the current toilet provision for staff;
- implementation of measures to ensure separate, hygienic and functional facilities; and
- regular consultation with staff to address any ongoing concerns.

We are confident that addressing this issue will enhance staff wellbeing and maintain professional standards. Please let us know a convenient time to discuss this further.

Yours sincerely,

[Your Name]

NASUWT Workplace Representative

[Contact information]

Template: Social media post

Image Caption:

'A teacher's workday is tough enough – don't let inadequate facilities add to the stress. Staff deserve separate, clean and accessible toilets! Join the NASUWT campaign for change. **#DignityAtWork #TeachersDeserveBetter.**'

Post text:

Staff across schools and colleges face challenges with inadequate toilet facilities. It's time for change!

- Separate facilities are required by law.
- Poor access affects health, dignity and morale.

Join NASUWT in ensuring that every teacher has the facilities they need. Contact your Workplace Representative to get involved.

Poster for staff areas

A poster for staff areas can be found on the following page.

YOUR RIGHT TO SEPARATE AND HYGIENIC TOILETS

Did you know?

The law requires toilets to be private, clean and accessible, and staff must have separate toilets from pupils.

Poor toilet access can lead to stress, health issues and lower morale.

What can you do?

- Share your experiences with your NASUWT Representative.
- Join the campaign for better facilities in our school.

Together, we can secure the facilities we deserve!

Contact your NASUWT Representative
for more information

nasuwt.org.uk

