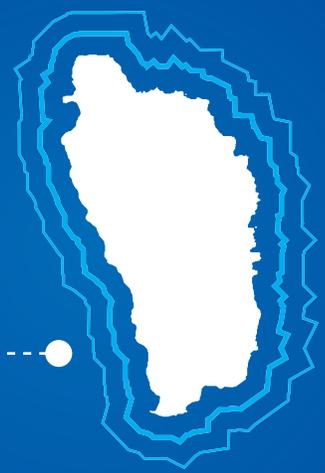




IMPLEMENTATION OF THE MODEL SAFE SCHOOL PROGRAMME IN THE CARIBBEAN

SAFE SCHOOL POLICY



DOMINICA



An initiative of the African, Caribbean and Pacific Group, funded by the European Union, and implemented by:



SUBMITTED BY
Environmental Solutions Limited

TO
The Caribbean Disaster Emergency Management Agency Coordinating Unit

FEBRUARY 27, 2020

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ABBREVIATIONS AND ACRONYMS



CDEMA	–	Caribbean Disaster Emergency Management Agency
CREAD	–	Climate Resilience Execution Agency of Dominica
CPR	–	Cardiopulmonary resuscitation
DEO	–	District Education Officer
DFAS	–	Dominica Fire and Ambulance Services
DOWASCO	–	Dominica Water and Sewerage Company
DSWMA	–	Dominica Solid Waste Management Authority
ICT	–	Information and Communication Technology
IsraAID	–	Israeli-based Humanitarian Aid Agency
INEE	–	International Network for Education in Emergencies
MOE	–	Ministry of Education
MoE (ED-ERT)	–	Education Department Emergency Response Team
MoH	–	Ministry of Health
MSSP	–	Model Safe School Programme
ODM	–	Office of Disaster Management
OECS	–	Organisation of Eastern Caribbean States
PTA	–	Parent Teachers Association

FOREWORD

The Safe School Policy recognizes the need for educational institutions to be safe for both the able-bodied and individuals with physical and mental limitations given the vulnerability of Dominica to numerous natural and man-made hazards. In addition to being places of teaching and learning, schools in Dominica also serve as emergency shelters, thus making the need for safety more critical. A 'green' element is included in this Policy which will allow schools to become more environmentally friendly and sustainable, thereby reducing contributions to climate change, environmental degradation and resource depletion and to also adapt to the effects of climate change.

The objective of the Policy is to create safe, sustainable and secure learning and teaching environments for children, teachers and school administrators in Dominica. This Policy, if implemented fully, will provide a framework for making schools safer and greener in Dominica. This Policy has my absolute endorsement and should be the first point of reference for all involved in education, school administration, construction and maintenance.

Mrs. Octavia Alfred

Honourable Minister for Education | Human Resource Planning, Vocational Training, National Excellence



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1. INTRODUCTION



Dominica is vulnerable to many types of natural and man-made hazards including floods, hurricanes, earthquakes, tsunamis, droughts, volcanic eruptions, infectious diseases, and also climate change and all of its varied impacts. Disasters and the associated impacts threaten lives and the economic, social, developmental and environmental progress made in Dominica over the past decades. Educational institutions are no exception as can be seen by damage and loss amounting to US\$4 million and US\$77.19 million from Tropical Storm Erika (2015)¹ and Hurricane Maria (2017)², respectively. The Ministry of Education (MOE) as well as school administrators throughout the country must be fully cognizant of the impact that natural and human-induced hazards may have on the safety of students, teachers and administrators. Dominica utilizes schools as shelters during times of disaster and oftentimes school property is damaged, and hence, teaching is disrupted. Planning for school safety and ensuring that the identified measures are understood and implemented present a challenge. As schools continue to plan and prepare for hazard events that could have severe consequences, identifying the appropriate measures to reduce risks is an important step that must be carried out systematically. Schools need to use appropriate tools to assess their risk and develop customised plans and programmes to build their resilience to inform the development and maintenance of customized plans and programmes.

The Safe School Policy will assist Dominica to take the necessary steps to improve the safety of schools in the country. A green element has been included to help guide schools into becoming more environmentally friendly/sustainable and adaptable to climate change.

The promotion of a culture of safety through the development and use of the Policy at any level, from early childhood to tertiary institutions, must be seen in the context of legislatively mandated provisions designed to ensure the welfare of employees, students and the public, irrespective of the educational level and classification of the institution as public or private. It is the duty of all educational facilities to ensure the well-being of individuals frequenting their institution. All children, regardless of physical or mental/cognitive ability, have the right to an education, therefore, it is imperative that schools be properly outfitted and designed to accommodate individuals with limitations. Additionally, throughout the region, schools serve as emergency shelters, hence the added importance for these facilities to remain functional and accessible to all members of the community and in a state of readiness at all times.³

Safety and security are prerequisites for a conducive and effective teaching and learning environment. Threats to the safety and security of people and property can arise from natural hazards and human actions. While catastrophic events and human tragedies cannot be eliminated entirely, their negative impact can be mitigated; this underscores the need for increase in safety practices by all users.

While some schools have put in place measures, such as sensitizing students about safety on the playground, and what to do in emergencies, a lot more needs to be in place in order to ensure the safety of students, teachers, administrators, all personnel and visitors while on school premises. School safety has been and continues to be a critical issue in the lives of students, educators, parents, families, and community members. Through the development, training, and implementation of school and district-wide safety strategies and plans, safer learning environments can be created for all school personnel and students.

1 | Commonwealth of Dominica. Rapid Damage and Impact Assessment Tropical Storm Erika – August 27, 2015.

2 | Commonwealth of Dominica. Post-Disaster Needs Assessment Hurricane Maria September 18, 2017.

3 | CDEMA Model Safe School Programme for the Caribbean: A Toolkit (2014).

1. INTRODUCTION

As such, the Ministry of Education recognizes that a high level of commitment to health and safety is beneficial to the well-being of students, educators, and ancillary staff and by extension, the wider public. The School Safety Programme looks at the formulation of strategies for addressing school safety. The focus is on broad community participation and involvement in school safety planning, the development of model plans and the dissemination/replication of best practices.

Implementation of measures to facilitate the management of safety in schools must become part of the culture of doing business at any educational institution. The loss of lives and property can be mitigated through the presence of procedures that can be continuously used to assess systems and measures employed at educational facilities. Promoting a comprehensive approach to integrating disaster management initiatives into management and operational practices can also lead to an increase in the number of safer schools. Guidelines and practices must therefore be available to assist educational administrators to meet effectively planning and management challenges by placing greater focus on the following crucial areas:

- a. addressing any deficiency which may increase the risk or prevalence of a hazard in their current physical plant and facilities;
- b. allowing for adaptation to the effects of climate change and other environmental impacts in their operational activities; and building a proactive culture of safety;
- c. allowing for adequate and efficient response in emergency procedures.

The Safe School Policy is aligned with Dominica's other national policies as well as with regional and international agreements.

The School Safety Policy is structured as follows: The first area provides an introduction to the main issues and sets out the scope of the Policy and its goals. The second area provides details of the Policy and Institutional Framework that underpin the Policy. The third area deals with a wide range of safety issues that impact the schools. The next area covers the key health areas of relevance to schools. In addition, the green approach is included in the Policy. Finally, the Policy addresses the various agencies that have to work together for its effective implementation and also includes provisions for its monitoring and revision.



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MINISTERIO DE LA PRESIDENCIA

2. POLICY STATEMENT



The Ministry of Education (MOE) has developed this School Safety Policy to address procedures for providing a safe, healthy, supportive and quality learning environment for students, staff, and visitors at schools, in accordance with the provisions of Dominica's Education Act, and other relevant and/or related legislation. The Safe School Policy is with the existing national policy framework as well as relevant regional and international frameworks. The School Safety Policy is designed to ensure that all reasonable practical steps are taken to secure the welfare of everyone while on school premises during school hours and authorized Ministry of Education activities. This Policy also strives to ensure that all personal data/information will be held in the strictest confidence.

MOE as a government agency mandates that the business of educating the nation's children be conducted in a safe and secure environment. The Ministry is committed to promoting a school environment that is free from preventable accidents and incidents. As such, the Ministry aims to create a safe environment through the active involvement of students, school personnel and visitors by ensuring that all stakeholders act in accordance with the requirements of this Policy. The School Safety Policy seeks to provide a comprehensive framework to guide the development of safety plans at both the district and school levels.

3. SCOPE

The scope of this Policy encompasses the maintenance of schools, safety, security, emergency response procedures, health, sanitation, and the internal and external physical structure of schools. In addition, this Policy also includes training, curriculum integration, monitoring, evaluation, and the roles and responsibilities of various levels within the education sector. This Policy applies to the safety, health, security and welfare of students, school personnel and visitors while on school premises. This School Safety Policy will also address any issues identified by stakeholders and other issues as required by law.

4. GOALS

The School Safety Policy is expected to target the following areas:

- a. Generate a greater sense of awareness among key/relevant stakeholders on issues of school safety;
- b. Provide guiding principles to Education Officers and Principals for developing safety plans at the District and School Levels;
- c. Put in place structures to coordinate School Safety Programmes and to sustain gains made;
- d. Define clearly the roles and responsibilities of the various stakeholders in the pursuit of a safe school environment;
- e. Put in place clear protocols for the recording, reporting and management of incidents;
- f. Assist schools to engender a community approach to the issue of school safety;
- g. Encourage a collaborative approach among schools in regard to school safety;
- h. Solicit community support in mobilizing resources to address school safety;
- i. Build the proactivity culture of safety and protection;
- j. Develop a culture of regular drills and practice of standard operating procedures among schools.



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5. NATIONAL POLICY, LEGAL FRAMEWORK AND INTERNATIONAL AND REGIONAL GUIDELINES



5.1 POLICIES

There is a range of policies which impact on the Safe Schools Policy. These include:

- a. Early Childhood Development Policy (Final Draft) (2012)
- b. Draft School Safety Policy (January 2014)
- c. National Disaster Plan 2001
- d. National Policy and Action Plan for Gender Equity and Equality in the Commonwealth of Dominica (June 2006)
- e. Dominica National Action Plan on Child Sexual Abuse 2010–2013
- f. Social Protection Strategy 2012–2014

5.2 LEGISLATION⁴

With respect to legislation, there is a wide range of national statutes – as well as regional and international agreements – that are relevant to the Safe Schools Policy. These include:

5.2.1 NATIONAL

- a. Education Act, 1997
- b. Education (Early Childhood Education) Regulations SRO 39 of 2018
- c. Emergency Powers Disasters Act, Chapter 15:03
- d. Employment Safety Act, Chapter 90:08
- e. Environmental Health Services Act, 8 of 1997
- f. Environmental Health Services (Communicable and Notifiable Diseases) Regulations, SRO no 57 of 2003
- g. Draft Building Code, 1994
- h. Labour Standards Act, (Chapter 89.05)
- i. Physical Planning Act, 5 of 2002.

⁴ | For summary of Legislation see Appendix 3.

5. NATIONAL POLICY, LEGAL FRAMEWORK AND INTERNATIONAL AND REGIONAL GUIDELINES

5.2.2 REGIONAL

- a. Antigua and Barbuda Declaration on School Safety in the Caribbean, April 2017
- b. Caribbean Roadmap on School Safety, 2019
- c. Caribbean Disaster Emergency Management Agency (CDEMA) Model Safe School Programme for Caribbean Schools: A Toolkit (2014)
- d. CDEMA Regional Comprehensive Disaster Management (CDM) Strategy and Programming Framework 2014–2024 (Draft)
- e. Organisation of Eastern Caribbean States (OECS) Guidelines on Safety Site Learning Facilities Construction

5.2.3 INTERNATIONAL

- a. Comprehensive School Safety Framework, UNISDR – March 2017
- b. International Network for Education in Emergencies (INEE) Minimum Standards for Education: Preparedness, Response, Recovery A Commitment to Access, Quality and Accountability



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6. MODEL SAFE SCHOOLS PROGRAMME (MSSP) POLICY FRAMEWORK



6.1 WHO IS GOVERNED BY THIS POLICY?

Principals, teachers, and administrative and support staff are governed by this Policy. In addition, students, parents, school visitors, Ministry of Education personnel and affiliated persons, groups and organizations that form the education community to include the Dominica Teachers' Union, the Dominica Public Service Union (DPSU) and the National Principals' Association for secondary schools are also governed by this Policy.

6.1.1 GOVERNING FRAMEWORK

The Ministry of Education is the governing body of this Policy. As a result, the Ministry of Education through the responsible officer has the responsibility for the establishment, monitoring and review of all school and district-level safety plans. The Ministry as the governing body aims to provide a safe and healthy environment for teaching and non-teaching staff, pupils and visitors to the school. The Ministry also recognizes that policies alone cannot prevent accidents or ensure safe and healthy working conditions.

Only good working practice will ensure safety. All staff will appreciate that their own safety, and that of all in the school, depends on their individual conduct as well as this Policy.

The Ministry of Education shall:

- a. Ensure that all decisions take into account health and safety matters;
- b. Delegate to the Principal a contingency budget to cover health and safety matters as appropriate;
- c. Ensure that job descriptions of new staff include general and specific responsibilities relating to health, safety and basic disaster risk reduction;
- d. Ensure, together with the Principal or named responsible person, that pupils and staff have suitable health and safety provisions;
- e. Ensure that safety standards for purchased goods and equipment are met;
- f. Make a concerted effort to ensure that a preventative maintenance plan is put in place to take care of major and minor maintenance;
- g. Take all the necessary steps to ensure that a clean, safe and hygienic environment is provided to learners and staff at all times.

6.1.1.1 OTHER SECTOR / AGENCY FUNCTIONS

The implementation of the School Safety Programme will require the full support and endorsement of key/relevant agencies and these agencies are mandated to ensure all necessary budgetary allocations for such. These include, but are not limited to, the following agencies whose responsibilities have been outlined in the Table below:

6. MODEL SAFE SCHOOLS PROGRAMME (MSSP) POLICY FRAMEWORK

TABLE 1: RESPONSIBILITIES OF AGENCIES

RESPONSIBILITIES	AGENCIES										
	ODM	DFAS	POLICE	DOWASCO	DSWMA	MOH	RED CROSS	MOE	PTA	GENDER BUREAU	MOE (ED-ERT)
Conduct yearly inspections of fire equipment, procedures and exits	✓	✓						✓			
Review the School Emergency Management Plan	✓	✓	✓					✓	✓		✓
Assist the School and District Safety Committees	✓	✓	✓		✓	✓		✓			
Facilitate educational programmes	✓	✓	✓	✓	✓	✓	✓	✓			
Assist in crowd management during mass crowd events	✓	✓	✓				✓				
Test pipe-borne water supply on a termly basis				✓		✓					
Provide support in monitoring the water supply at schools on the island				✓		✓					
Check water storage capacity to ensure security and safety				✓							
Provide a reliable and safe supply of pipe-borne water				✓							
Inform the school Principals of any interruptions to water supply at least 48 hours before or during the event of an unforeseen interruption				✓							
Provide adequate receptacles for the collection of garbage					✓						
Ensure a reliable service for garbage collection at schools					✓						
Promote proper garbage disposal practices through school-based training/education programmes					✓	✓					
Establish protocols for co-operation among agencies								✓			



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6.2 NATIONAL SCHOOL SAFETY COMMITTEE

The Ministry may establish a National School Safety Committee to:

- Advise on the updating or revision of the National School Safety Policy;
- Advise on the reform or amendment of existing policies or legislation relating to schools.

6.3 MINISTRY CONTINGENCY PLAN/EDUCATION DIVISION EMERGENCY RESPONSE TEAM (ED-ERT)

The Ministry of Education shall develop and maintain an Education Management Contingency Plan aimed at assisting schools to prepare for and mitigate the impact of natural and man-made disasters, as well as to facilitate recovery and return to normal operations in the shortest possible timeframe.

As part of its overall Disaster Risk Reduction strategy, and in keeping with the mandate provided by the National Safe Schools Policy, the Education Division shall establish an Emergency Response Team. The Education Division Emergency Response Team will promote the mainstreaming of Disaster Risk Reduction within the education system and the national framework, and assist with the development and implementation of appropriate strategies to prepare for and respond to perceived threats and disasters at the school and managerial levels.

The Education Division Emergency Response Team aims to enhance the crisis response capacity of the Ministry of Education and is directly responsible for the management, implementation and review of the Education Division's Contingency Plan. Consequently, the Education Division will implement preparedness strategies to mitigate the impact of crises or disasters on the education system. The Education Division Emergency Response Team will also facilitate the return to formal education routines within the shortest possible timeframe after a disaster, while adhering to the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards for Education in Emergencies.

In addition, the Education Division Emergency Response Team will advocate for the inclusion of an education response in humanitarian appeals and for the inclusion of education in the first phase response to national emergencies in Dominica.

The composition of the Emergency Division Emergency Response Team shall be composed as follows: Chief Education Officer, Chairperson; Assistant Chief Education Officer; Head of School Operations (Assistant/Alternative Chairperson); District Education Officers; Senior Education Officer for Secondary Schools; Senior Planning Officer; Local CXC Registrar; Senior Curriculum Officer Maintenance Officer; Early Childhood Coordinator; Special Education Coordinator and Communications Officer.

6. MODEL SAFE SCHOOLS PROGRAMME (MSSP) POLICY FRAMEWORK

6.4 THE DISTRICT SCHOOLS SAFETY COMMITTEES

The organizational setup at the district and school building levels is adapted as an approach towards the implementation of the School Safety Programme. A District School Safety Committee will develop a District Schools Safety Plan. The District School Safety Committee will be headed by the District Education Officer (DEO) and will include, but will not be limited to, Principals/designates, Parent Teacher Association (PTA) representatives, the Coordinator of the disaster management committee and at the community level, the Building Authority, Officers from the Dominica Fire and Ambulance Services and the Dominica Police Force, a Medical Practitioner, Teachers (private and public), a representative of the Red Cross, the Ministry of Education School Safety Coordinator, a student representative and any other relevant stakeholders.

6.4.1 FUNCTIONS OF THE DISTRICT SCHOOLS SAFETY COMMITTEES

The District Schools Safety Committee will have the following responsibilities:

- a. Reviewing the plans of the schools within the district every year or as the need arises;
- b. Coordinating training programmes for school personnel to include, but not limited to, in school safety, first aid, cardiopulmonary resuscitation (CPR);
- c. Initiating and promoting activities for school safety;
- d. Assist schools with budgetary allocations for training;
- e. Forging links through networking with relevant community stakeholders, such as the Police, the Fire Service, the Community Nurse, the Ministry responsible for health, and the Office of Disaster Management (ODM), for advising on the safety and security of all school personnel and property;
- f. Coordinating annual safety drills;
- g. Promoting public awareness, education and sensitization of the School Safety Programme; and
- h. Submitting an annual report by December 31st every year to the Chief Education Officer.

6.5 THE SCHOOL SAFETY COMMITTEES

A School Safety Committee will be established in every school. The composition of the School Safety Committee will vary according to the size of the school population. The Principal will be directed to establish a School Safety Committee which should be led by him/her. The School Safety Committee shall comprise, but not be limited to, the Principal, a teacher, a representative from the school's PTA, a student representative, a community member, a representative of the community Police Force, a member of the local disaster committee, and any other person deemed appropriate.



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6.5.1 FUNCTIONS OF THE SCHOOL SAFETY COMMITTEES

The School Safety Committee is responsible for:

- a. Reviewing the School's Safety Plan at the commencement of the academic year and as the need arises;
- b. Identifying training needs for school personnel (teaching and non-teaching staff) to include, but not limited to, school safety, first aid, CPR;
- c. Initiating and promoting activities for school safety;
- d. Forging links through networking with relevant community stakeholders such as the Police, the Dominica Fire Service, the ambulance service, the Community Nurse, the relevant entities responsible for sanitation⁵, and for advising on the safety and security of all school personnel and property;
- e. Conducting school safety assessments;
- f. Reporting to the Principal, the Chief Education Officer (upon the advice by the Principal), and then the relevant agency or authority any situations that need attention, for example, fallen tree(s), leaks/drainage problems, and so on;
- g. Preparing the school's population (staff, parents, and students) for adverse events;
- h. Planning and coordinating, in conjunction with the Principal, drills and training exercises aimed at prevention and mitigation;
- i. Leading the School's Emergency Response Team through the required training in preparation for response to and recovery from adverse events;
- j. Updating the school's emergency supplies list;
- k. Updating and disseminating the list of agencies and/or individuals to be contacted before, during, and after an emergency;
- l. Ensuring that plans are in action to deal with comprehensive disaster management at the school;
- m. Responsible for emergency management issues in their schools;
- n. Submitting a report within three (3) weeks of the inspection to the District Education Officer; and
- o. The Ministry of Education shall arrange for suitable training of members of the School Committee.

⁵ Several agencies in Dominica are responsible for different aspects of sanitation, for example, Village Councils, Environmental Health Unit, Dominica Solid Waste Management Corporation, and Dominica Water and Sewerage Company Limited.

6. MODEL SAFE SCHOOLS PROGRAMME (MSSP) POLICY FRAMEWORK

6.5.1.1 BUILDINGS, GROUNDS AND INFRASTRUCTURE

The buildings, grounds and infrastructure will be monitored and maintained as follows:

- a. The School Safety Committee will regularly monitor its environment (inside and outside the school) with a view to identifying the potential dangers and take all reasonable measures to safeguard learners and staff;
- b. The School Safety Committee will ensure that all minor maintenance, such as plumbing, broken windows, doors, etc., are attended to as they occur. They will further ensure that major maintenance of the schools will be attended to through written submissions to the Ministry of Education;
- c. The School Safety Committee shall have regard to the Organisation of Eastern Caribbean States (OECS) guidelines on site safety and learning facilities construction.

6.6 LOCATION OF THE POLICY

The National School Safety Policy, along with a copy of the School and District Safety Plan and other health and safety information, shall be kept in the Principal's Office. The school will tell all members of staff about this information, its location and contents, except for personal and/or confidential matters which will be held by the Principal.



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7. POLICY ACTIONS



The following actions are deemed critical for the implementation of a School Safety Policy:

7.1 DEVELOPING SCHOOL SAFETY PLANS

In addition to this School Safety Policy, schools shall have their own school-specific School Safety Plan. There are two principal phases in developing a school-specific crisis plan:

- a. Conduct a vulnerability and risk assessment of the school;
- b. Develop procedures for preventing and mitigating risks and responding to, and recovering from emergencies.

The Principal of each school, following consultation and participation with constituent groups (including community groups), shall create a School Safety Plan that is reviewed annually by the School Safety Committee and the final document submitted to the Chief Education Officer.

The Office of Disaster Management, the Police, and the Fire Services should be engaged in the development of the School Safety Plan. Other relevant agencies should also be utilized and consulted in developing the plan. The School Safety Plan should be a part of the school's Contingency Plan, which should address preparedness, mitigation, response and recovery for all hazards which may threaten the school.

7.1.1 GUIDELINES FOR A SCHOOL SAFETY PLAN

All staff shall be aware of the School Safety Policy and the procedures therein and also their own School Safety Plan. A School Safety Plan shall include the following:

- a. A description of the School's Safety Plan;
- b. A vulnerability assessment report for the school (it shall include a description of the hazard prone areas of the school and a measure of their school's risk to danger from these areas);
- c. Emergency evacuation procedures and routes;
- d. Names and telephone numbers of persons who can be contacted for further information on the emergency plan;
- e. The method and dates of dissemination of the school's building-specific School Safety Plan to its staff;
- f. A record of the distribution of a copy of the relevant school-specific School Safety Plans to all employees and the schedule for periodic training upon plan implementation;
- g. Evidence that students and parents have been given an opportunity to contribute to the guidelines for the School Safety Plan;
- h. Evidence that students and parents have been made aware of the School Policy and the School Safety Plans for their respective school;
- i. A description of how staff, students, and parents were made aware of the plan;
- j. Evidence that students shall receive specific instructions regarding the implementation of their school-specific School Safety Plan and shall participate in a required number of drills and practice sessions throughout the school year;

7. POLICY ACTIONS

7.1.1 GUIDELINES FOR A SCHOOL SAFETY PLAN

- k. Evidence that a copy of the list of members of the School Safety Committee was sent to the Chief Education Officer within seven (7) days of the creation of the committee. One copy of this list will be kept on file in the school district office and another shall be posted in clearly visible areas at the school;
- l. A proposal for planned ongoing training for all staff members to facilitate effective implementation of the School Safety Plans and to ensure that they have knowledge of procedures, evacuation routes and safe areas. Areas of training should include First Aid and Cardiopulmonary Resuscitation (CPR). District Education Officers will work with Principals to establish a schedule for training;
- m. The stipulation that when public emergency response officials are present, they may elect to take command and control of the crisis. In such a situation, the School Safety Committee head shall cooperate with emergency response officials as much as is possible;
- n. A requirement that safety drills should be conducted on a regular basis in conjunction with the Dominica Fire and Ambulance Services;
- o. A requirement that the record of the date and time of each safety drills should be kept in files at the school.

7.1.2 SUBMISSION OF SAFETY PLANS

A copy of the Schools' Safety Plans and any amendments to these Plans must be submitted to the Chief Education Officer. The Chief Education Officer will subsequently forward the plan to the Office of Disaster Management (ODM), the Chief Fire Officer and other agencies he/she may deem necessary to incorporate in the review prior to approval. A copy of each School Safety Plan and any amendments must be submitted to the District Education Officer.



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7.2 COMMUNICATION

Every school must maintain a reliable public address (PA) system and an equally reliable substitute form of communicating; megaphones are a good alternative.

Except when impossible, the Principal or designated persons shall use the school's PA system or megaphone to communicate with the school's population.

It is also a requirement for the school to adhere to the following communication stipulations and guidelines:

- a. At the end of each term, the Principal shall provide the Chief Education Officer and the District Education Officer with a completed copy of the following audits: schoolyard safety, facilities review, and sanitation audit. In addition, an audit of the school's inventory shall be completed and dispatched to the Chief Education Officer and District Education Officer at the end of each academic year;
- b. The Principal shall be responsible for communicating with staff, parents, and students about an adverse event except if he/she has instructed someone else to do so;
- c. No staff member should communicate to students about any crisis until directed by the Principal or the Chair of the School Safety Committee;
- d. Whenever the school seeks the intervention of the Police, the Principal should complete, or have completed, and signed an Accident/Incident Report Form. One copy of this form should be sent to the District Education Officer.

7.2.1 MEDIA RELATIONS

Guidelines for media relations associated with the Policy's implementation and application are outlined below:

- a. The primary means to inform the general public is through mass media or Internet (radio, television, newspaper and website);
- b. Information must be prompt, clearly written/articulated, and accurate;
- c. Each school will select its media liaison officer/public relations officer. That officer will be responsible for collecting information relevant to an adverse event and submitting the same to the Chief Education Officer, through the Principal;
- d. Press releases about adverse events must be approved by the Chief Education Officer or his/her designate;
- e. The Chief Education Officer or his/her designate will handle the processing and release of information. At all times, schools must avoid having the press interview individuals not designated to speak on behalf of the school or District;
- f. The Chief Education Officer will direct all other relevant personnel to respond to the emergency.

7. POLICY ACTIONS

7.2.2 COMMUNICATION PLANS

Matters pertaining to this Policy's implementation shall be communicated based on the protocols below:

- a. **Communication to Students:** No staff member should communicate to students about any crisis until directed by the Principal;
- b. **Web Page:** The School's Safety Policy and supporting documents will be available in each school and in Ministry of Education's offices for perusal. In addition, it will be found on the relevant page of the Government of the Commonwealth of Dominica's website;
- c. **Internal Policy Review:** Each Principal shall discuss this Policy with his/her staff, parents, and students. Additionally, it is the Principal's responsibility to inform the Education Planning Unit, through the Chief Education Officer and his/her District Education Officer (DEO), of any issues pertaining to the Policy;
- d. **Special Guidelines:** In some cases, the Principal will have to provide copies of specific guidelines to staff and students. Such cases could be in the implementation of Agricultural Science Programmes, instruction of Home Economics and related subjects, etc. These shall be posted in the relevant sections of the school and delivered to the persons concerned;
- e. **Policy Contents and Implementation:** Each District Education Officer will study the Policy and ensure that the schools in his/her jurisdiction are aware of its contents and are implementing the Policy. It is the DEO's responsibility to inform the relevant authority, through the Chief Education Officer, of any issues pertaining to the Policy;
- f. **Radio:** Stakeholders shall be informed of all cases of amendments, review, evaluation, or the like pertaining to the Policy through the most appropriate means of communication, notably, the radio stations;
- g. **School Warning System:** The maintenance of required alarm systems is critical in alerting key agencies and persons of school crises. Therefore, District Education Officers along with Principals and their School Safety Committees are responsible for the proper functioning of school alarm systems;
- h. **Electronic Mail/Landlines/Cellular Phones:** When appropriate, critical messages may be communicated through the use of electronic mail, the Ministry of Education's website, and cellular phones. District Education Officers, and Principals along with their School Safety Committees are responsible for keeping these means of communication functional;
- i. **Transportation Communication:** Many crisis situations require specific communications among three entities: the transportation company, a specific bus, and the school. Communications need to be timely and direct. As a result, information and communication technology equipment needs to be in constant working order and readily accessible to key individuals. Bus drivers must follow all rules and expectations for safe transportation of students;
- j. **Staff Training:** In order to implement this Policy, the School Safety Committees shall develop training activities, in conjunction with non-school entities, if necessary. Such activities will include emergency drills, first aid training, and other exercises that sensitize school populations to the need for an enhanced comprehensive approach to crisis management. Staff training shall also be implemented for psychosocial conditions that could arise after an adverse event. Such training shall be done on a regular basis prior to an adverse event and should also be conducted after an adverse event. There will also be a need for training of strategic persons to gain proficiency in radio operations.



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7.3 RECORD KEEPING

The Principal must ensure that readily accessible accident records, written or electronic, are kept for a minimum of five years. Record keeping should include documents in filing cabinets and backup storage.

7.4 TRANSPORTATION

Provisions related to transportation should include the following:

- a. Traffic signs should be well located near and around school zones;
- b. Designated speed signs should be located near or around school areas;
- c. Speed bumps should be positioned on locations near to the school;
- d. Schools shall have the contact information of all bus drivers who are contracted, privately or through the Ministry of Education, to transport children to/from school. A copy of this list shall be sent to the Chief Education Officer and District Education Officer and shall be posted in an area that is easily accessed by school officials;
- e. When it is determined necessary to close a school, the Principal must carry out the following measures:
 - i. Secure permission from the Chief Education Officer;
 - ii. Contact transportation for bus riding students;
 - iii. Request any needed assistance.

7.5 ROAD SAFETY

- a. The School Safety Committee through the Principal is expected to make arrangements with the Transport Division of the Ministry of Works, for pedestrian crossings and signage in the vicinity of the school as part of the school's safety zone;
- b. The area of the school safety zone shall be determined by the Schools Safety Committee in conjunction with the Transport Division of the Ministry of Works and the Police;
- c. The District Committee will make arrangements with the Ministry of Communications and Works for the posting of Traffic Police at designated school zones;
- d. The School Safety Committee should also make arrangements for traffic management within the school compound.

7. POLICY ACTIONS

7.6 MAINTENANCE AND INSPECTION

- a. The School Safety Committee must facilitate regular inspections of the school premises, equipment, procedures and exits at least once at the beginning of every term;
- b. The School Safety Committee is required to use a safety inspection checklist when conducting its safety inspection;
- c. The School Safety Committee, through the Principal, will report and request all maintenance needs including physical, structural, electrical, and plumbing among others to the Ministry of Education;
- d. The School Safety Committee shall present a report to the general staff body at the beginning of each school term. A copy of this report shall be submitted to the District School Safety Committee;
- e. Schools are required to schedule yearly (before the new school year) inspections with the Dominica Fire and Ambulance Services to monitor the condition of all fire suppression equipment. This would include the regular visual inspection of fire equipment, procedures and exits;
- f. There should be a comprehensive inspection of electrical installations by inspectors from the Ministry of Works annually;
- g. There should be comprehensive inspection of plumbing as well as the maintenance of water tanks and water testing;
- h. All additions and alterations to existing utilities should be approved by the Director of Works in consultation with the Ministry of Education and done by licensed technicians. Only electrical equipment that is properly installed and maintained should be used in the school;
- i. A safety audit shall be conducted every two years at all schools ten years old or less, and annual safety audits for schools over ten years old.

7.7 SAFETY

7.7.1 EMERGENCY PROCEDURES

- a. Schools shall follow the evacuation procedures outlined in their individual Disaster/School Safety Plans (procedures outlined will be updated as appropriate);
- b. All emergency/fire exits should be clearly marked. Each floor should have a floor plan strategically located mapping the evacuation route. The school's procedures for fire and emergency evacuation should be published in a suitable location in the school;
- c. The Principal is expected to designate and clearly mark appropriate assembly points on the school premises to be used in emergencies;
- d. All schools should be equipped with an alarm system which should be properly maintained.



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7.7.2 EVACUATION ROUTES

- a. Each school needs evacuation routes outlined on school plot plan(s). These evacuation routes shall form part of the School Emergency Management Plan;
- b. The plans shall be displayed at the main exit and entrance of each facility that houses students and/or staff;
- c. These routes should be followed during each drill and/or emergency;
- d. Each school should have a pre-designated location and an alternate location for all students/staff to assemble for roll call.

7.7.3 MEDICAL EMERGENCIES

- a. There shall be an established programme of regular visits to all schools by registered nurses;
- b. Parents should be notified on an appropriate form (Accident/Incident Report Form) of any injury or minor injuries. Summon an ambulance, where necessary, by any responsible adult and arrange for someone to meet and guide the ambulance. If the school is unable to contact a parent (or an alternative nominated person) a member of staff should accompany a child to the hospital.

7.7.4 REPORTING ACCIDENTS

- a. The Principals must keep a record of any reportable injury, disease or dangerous occurrence. This must include the following information: the date and method of reporting; the date, time and place of the event; personal details of those involved; and a brief description of the nature of the event or disease;
- b. This record can be combined with other accident records. Accidents resulting in death or major injury (including as a result of physical violence) must be reported to the Chief Education Officer without delay.

7.7.5 SIMULATION DRILLS

- a. Simulation drills should be held at least twice during each academic year. Fire drills should be monitored in accordance with Dominica Fire and Ambulance Services Guidelines. A log book for the recording and evaluation of practice and evacuation drills should be maintained by the School Safety Committee;
- b. All schools must have a designated assembly point known to all students and staff for use in case of an emergency (fire or bomb threat, etc.) and evacuation to this site must be part of the drill;
- c. The Dominica Fire and Ambulance Services, Red Cross, and Police Force should be invited to assist in drills.

7. POLICY ACTIONS

7.7.6 SHELTERS

Public Schools form part of the national emergency response as shelters. Schools should determine beforehand the areas to stay intact to facilitate speedy re-opening. Depending on the magnitude/degree of disaster, specific areas critical to re-opening should be made available.

7.7.7 SHUT/LOCK DOWN PROCEDURES

Procedures for Shut/Lock Down will be in accordance with the provisions outlined in the Education Act and School Emergency Management Plan.

7.7.8 SCHOOL SECURITY

- a. Schools must establish networks, comprising the school and community stakeholders, to support school safety and security;
- b. All security personnel, including watchmen, should be trained by the Police or authorized agencies in established security procedures for operating schools in Dominica;
- c. As part of standard operating procedures, security personnel should be equipped or have access to communication devices suitable for use in the event of emergencies.

7.7.9 ACCESS

- a. Procedures for accessing school premises should be formulated, subject to approval by the District Education Officer;
- b. These procedures should be communicated in writing to staff, parents and students;
- c. These procedures should include, but not be limited to, access outside normal school hours, student late arrival, early dismissal, students' exit during school hours, suspension, and screening of visitors (parents, Ministry personnel, Press).

7.7.10 ENTRY AND EXIT POINTS

- a. All schools shall be fenced with established entry and exist points clearly defined with appropriate signage;
- b. Where entry and exit points are not intended for use, they must be closed and secured;
- c. Protocols for accessing school premises should be clearly outlined in the School Emergency Management Plan.



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7.7.11 SCHOOL SECURITY PERSONNEL

All security personnel (watchmen) should be trained in established security procedures for operating schools. Security personnel should be equipped or have access to communication devices for use in the event of emergencies.

7.7.12 BURGLAR BARS

Schools are required to request in writing to the Chief Fire Officer, an assessment of rooms, prior to the installation of burglar bars. Burglar bars shall be installed based on written recommendations from the Dominica Fire and Ambulance Services.

7.7.13 OTHER SCHOOL ISSUES

7.7.13.1 WEAPONS AND DRUG-FREE SCHOOLS

- a. All schools in Dominica are to be drug-free and dangerous object free zones;
- b. No person is authorized to carry out any of the following activities:
 - i. Carry any dangerous objects on to any school premises;
 - ii. Store any dangerous objects on school premises except in the officially designated places identified by the Principal;
 - iii. Have in their possession cannabis or cannabis resin or any controlled drug on the school premises;
 - iv. Have alcohol in their possession on the school premises;
 - v. Have cigarettes in their possession or smoke cigarettes on the school premises;
 - vi. Enter the school premises while under the influence of an illegal drug or alcohol;
 - vii. Cause any form of violence or disturbances which can negatively impact on school activities;
 - viii. Wittingly condone, connive, hide, abet, encourage possession of dangerous objects;
 - ix. Directly or indirectly cause harm to anyone, who exposes another person who makes an attempt to thwart the usage of potentially dangerous objects and prevent activities that could be hazardous;
- c. The Principal or his or her delegate may, at random, search any learner or group of learners or the property of a learner or group of learners, for any dangerous object or illegal drug, if a fair and reasonable suspicion has been established;
- d. Disciplinary action will be instituted against a learner or anyone who contravenes the above-mentioned rules.

7. POLICY ACTIONS

7.7.13.2 BULLYING

The Ministry of Education recognizes the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- a. A positive school culture and climate which
 - i. is welcoming of differences and diversity and is based on inclusivity;
 - ii. encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
- b. Effective leadership;
- c. A school-wide approach;
- d. A shared understanding of what bullying is and its impact;
- e. Implementation of education and prevention strategies (including awareness-raising measures) that:
 - i. build empathy, respect and resilience in pupils;
 - ii. explicitly address the issue of cyber-bullying, and identity-based bullying;
 - iii. encourage effective supervision and monitoring of pupils;
 - iv. provide adequate support for staff;
 - v. require consistent recording, investigation and follow-up of bullying behaviour;
 - vi. monitor the ongoing effectiveness of the anti-bullying policy.

Students and/or staff shall immediately report incidents of bullying to the principal or designee staff who witnesses such acts shall take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated.

The following types of bullying behaviour are included in the definition of bullying:

1. Deliberate exclusion, malicious gossip and other forms of relationship bullying;
2. Cyber-bullying;
3. Identity-based bullying;
4. Intimidation or harassment;
5. A school being tolerant of any behaviour that impinges on the safety of any student.

7.7.13.3 ABUSE

Every effort should be undertaken to protect students and/or staff from all forms of abuse and sexual harassment. All cases of sexual abuse shall be promptly reported to the Principal who shall promptly report such cases of sexual abuse to the Chief Education Officer who shall promptly report all cases of sexual abuse to the Chief Welfare Officer and the Police.



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7.7.13.4 PSYCHO-SOCIAL ASSISTANCE

Psycho-social assistance will be provided in the following circumstances:

- a. As part of the regular preparation for disasters and the likely psycho-social impacts of adverse events, assistance is available for students and teachers;
- b. Upon the occurrence of an adverse event to assist students and teachers in coping with the effects of an adverse event;
- c. Where students have been directly affected by violence or have been exposed to violence or abuse.

7.7.13.5 OUTDOOR SAFETY FOR PHYSICAL ACTIVITIES

Programme managers should establish and enforce policies for participation in activities to protect students and staff from health risks and hazards. When operating outdoors, the risks include overexposure to heat, inclement weather, ultraviolet radiation, air pollution, traffic, unsafe surfaces, poor lighting, and poorly maintained equipment. The health and safety of students and staff must be considered first and foremost when making decisions about conducting outdoor physical activities. Specific information should be made available as it relates to appropriate clothing, hydration practices, screening for signs of dehydration, rest periods, protection from sun exposure, and a plan for reaching medical assistance when necessary. The conditions under which activities will be cancelled should also be predetermined.

Play areas should be free of debris and water. Prohibiting of motor vehicles and other traffic from the play area is essential for maintaining a safe environment and reducing injuries.

7.7.13.6 EXTRACURRICULAR SCHOOL ACTIVITIES

- a. Extracurricular school activities at school require the written permission of the Principal;
- b. Extracurricular school activities off the school premises require the permission of the Ministry of Education;
- c. Every trip should have a nominated leader (a teacher at the school) who takes responsibility for health and safety whilst on the trip and for decision making in the event of an emergency and who is also responsible for the adequate supervision of students at all times;
- d. Trips shall be carefully planned in advance with due regard to safety;
- e. All field trips require the written consent of a parent. School children will not be allowed to participate in field trips without the required consent form being completed;
- f. A first aid kit is always carried on every trip. Whenever possible, one of the accompanying staff members should be a qualified first aider.

7.7.13.7 MEDICATION

Adequate provisions should be put in place to facilitate students who need to take medication during school hours.

7. POLICY ACTIONS

7.7.13.8 CONSTRUCTION OF SCHOOLS

The design and construction of schools shall be in accordance with the Organization of Eastern Caribbean States (OECS) Guidelines on Safety, site and learning facilities construction.

7.8 INFORMATION AND COMMUNICATION TECHNOLOGY AND TRAINING

7.8.1 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- a. Regulations for all users of school-owned ICT equipment including computers, digital imaging equipment, recording devices and school Internet service shall be established to ensure the safe and controlled use of these devices by students, teachers and all staff members;
- b. Regulations should be developed for cellular phone use and other electronic devices on the approval of the Chief Education Officer.

7.8.2 TRAINING

The Ministry of Education in conjunction with Office of Disaster Management (ODM) is responsible for coordinating the following aspects of training:

- a. In-service training in school safety for teachers, guidance counsellors and students on topics including First Aid, CPR, Fire Safety and Disaster Risk Reduction among other specialized areas;
- b. A teacher orientation training programme for new teachers to familiarize them with the School Safety Policy and the individual School Emergency Management Plan;
- c. Training in road use and safety for all students and staff;
- d. Student teachers at the Dominica Teachers' College should undertake training in First Aid, CPR, Fire Safety and Disaster Risk Reduction;
- e. The Ministry of Education shall institute training for school contractors and suppliers of building materials in respect of the safe construction, maintenance or repair of school buildings or school facilities;
- f. Contractors for the construction, maintenance or repair of school buildings or facilities should not undertake such construction, maintenance or repair of school buildings without first having undertaken school construction safety training instituted or organized by the Ministry of Education.



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7.9 HEALTH MATTERS

7.9.1 FIRST AID

- a. Every school will have a cohort of first-aiders comprising teaching, administrative and support staff. A list of first-aiders shall be kept in the school office, along with their training dates;
- b. Every school shall have and maintain at least one fully stocked first aid kit (in accordance with Ministry of Health requirements) which is easily accessible in the event of an emergency;
- c. There should be one staff member designated to head the cohort of first aiders who will be responsible to coordinate first-aid needs in the event of a disaster resulting in the need for first-aid activities;
- d. The population and layout of the school should determine the size of the first aid kit as well as its accessibility;
- e. First-aiders should undergo regular training on an annual basis.

7.9.2 FOOD

- a. The location where food is served shall be in keeping with standards approved by the Ministry of Health;
- b. Schools shall ensure that students are served nutritious meals through its School Feeding Programme;
- c. Food served in schools should be in accordance with the best food practices including the reduction of the high use of sugar in drinks and salt in foods;
- d. Meals served in schools should cater to the nutritional needs of all students including those suffering from diabetes, allergies etc.;
- e. The quality of food served in school should be in keeping with standards approved by the Ministry of Health.
- f. Itinerant vendors shall obtain permission to sell within school premises;
- g. A programme is to be developed for regular cleaning and disinfection of all surfaces in school lunchroom facilities as well as in the Ministry's central food preparation facilities. Everything that comes in contact with food must be cleaned regularly – equipment, tools, and utensils;
- h. All food handlers are required to maintain a high level of personal hygiene and each food handler must possess a valid Health Certificate endorsed by the Ministry of Health;
- i. The Environmental Health Department shall inspect the location where meals are prepared for delivery to schools.

7.9.3 WATER STORAGE

Following are the stipulations and guidelines regarding water storage:

- a. All schools must be provided with adequate water storage and supply. Water tanks shall be drained and cleaned on a regular basis;
- b. Water quality testing shall be carried out on an ongoing basis.

7. POLICY ACTIONS

7.9.4 SOLID WASTE MANAGEMENT

All schools shall provide proper, secure receptacles for collection of garbage which shall be strategically placed on the premises and in classrooms. Schools are required to follow the established guidelines by the Dominica Solid Waste Management Authority (DSWMA) for garbage collection.

7.9.5 PEST CONTROL

All schools shall establish a pest control monitoring and evaluation programme with a schedule of inspections at regular intervals including prior to the commencement of the school term and also on weekends; Pest control measures shall be executed by trained personnel in pest management.

7.9.6 MOULD

every school shall establish regular maintenance for the prevention of mould in schools.

7.9.7 HAZARDOUS/DANGEROUS MATERIALS

Storage of such substances should be clearly labelled, locked in the laboratories/ chemical storerooms and should not be accessible to students. All users of hazardous and dangerous materials must be issued with, the appropriate personal protective equipment (e.g., rubber gloves).

7.9.8 BUILDING MATERIALS

Special care also has to be taken in the selection and use of building materials:

- a. The use of glass in buildings should be carefully managed to prevent the material from becoming a hazard;
- b. The use of lead-based paint and asbestos material is prohibited.



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7.9.9 TOOLS, IMPLEMENTS AND DANGEROUS EQUIPMENT

All such equipment shall be secured in clearly marked storage materials and should only be used under the supervision of a teacher.

7.9.10 MENTAL HEALTH

Mental health services must also be available and students seeking help must have access to these services.

7.9.11 CHILDREN WITH DISABILITIES

Both children with physical disabilities and those with hearing and vision impairments should be integrated into mainstream schools as much as possible.

The Ministry of Education seeks to provide appropriate educational opportunity for all children with disabilities in Dominica.

To this end, the Ministry of Education seeks to:

- a. ensure that all children with disabilities have easy access to special needs education;
- b. assist schools to provide for the education of all children with disabilities;
- c. assess and ensure the effectiveness of efforts to educate children with disabilities.

The Ministry of Education shall ensure that teachers are adequately trained and qualified to teach children with special needs. The Principal of every school shall ensure that every effort is taken to provide for the safety of children with disabilities.

Children with disabilities sometimes have added challenges during an emergency situation compared to children without disabilities. For instance, children with disabilities may have a hard time moving from one location to another, have difficulty communicating, or have trouble adjusting to different situations. Additional preparation may be needed while planning for an emergency or disaster situation for children with disabilities.

Before, during and after disasters special efforts should be made therefore to accommodate persons with disabilities. A number of key considerations should guide disaster preparation and relief for children with disabilities:

7.9.11.1 DATA ON CHILDREN WITH DISABILITIES

Schools should ensure that children with disabilities are properly identified in each school. Schools should collect data on children with disabilities so that their number and location can be properly identified in preparing for a disaster and also to monitor the impact of any disaster on such children.

7. POLICY ACTIONS

7.9.11.2 DISASTER PREPAREDNESS

Disaster preparedness for all persons is of critical importance but is of heightened importance for children with disabilities. To this end both schools, teachers and children with disabilities should be prepared to deal with the special difficulties that will attend on children with disabilities in the event of a disaster.

7.9.11.3 ACCESSIBLE DISASTER FACILITIES AND SERVICES

Access to appropriate facilities – housing, beds, toilets, and other necessities – must be monitored and made available to children with disabilities before, during, and after a disaster.

7.9.11.4 AWARENESS

Schools should devise and implement an awareness effort to inform children with disabilities about necessary precautions for disasters. In the event of a disaster, such a program would minimize injury and facilitate rescue efforts.

7.9.11.5 DISASTER PREPARATION, EDUCATION, AND TRAINING

Relief and rescue operations must have the appropriate medical equipment, supplies, and training to address the immediate needs of children with disabilities. Affected individuals may require walkers, wheelchairs etc. Relief personnel should provide training, particularly for personnel and volunteers in the field, on how to support the independence and dignity of children with disabilities in the aftermath of a disaster.



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7.10 IMPORTANT CONSIDERATIONS TO PROMOTE SCHOOL SAFETY

7.10.1 SCHOOL OWNERSHIP

Most incidents that threaten school safety can be attributed to poor management and leadership, inadequate supervision, and lack of accountability. While all school stakeholders must take responsibility for school safety, the school management team must lead from the front and constantly be on the lookout for possible threats to school safety and minimize/eliminate threats before they become manifest.

7.10.2 PARTNERSHIPS

In an attempt to combat violence, crime, drug abuse, carrying of dangerous objects, bullying and gangsterism in schools, an integrated approach will be taken.

School, community, church and family 'connectedness' are fundamental in reducing risky behaviour among adolescents, including violence at school. School connectedness is pivotal when it comes to creating an enabling environment in which adolescents can establish and maintain healthy connections with school and their communities. Relationships that help to form and sustain connectedness include those with teachers, counsellors and administrators, janitors, coaches, lunchroom servers, office assistants, parents, and school volunteers. These relationships all have the potential to foster the positive attitude needed to establish a bond between the pupil and the school and community. However, several factors also depend on the institution's actual contributions: high academic rigour and expectations; supportive learning; positive adult-student relationships; and physical and emotional safety.

Schools will work together with their District Offices, the Ministry of Education, the Police, the Fire Department and other agencies to strengthen the school-police-community partnership. Students are a central element in the partnership and student representatives should be included in the partnership process.

7.10.3 DEVELOP A MAINTENANCE STRATEGY AND ACTION PLAN

A Master Maintenance Strategy should be developed for schools with a comprehensive list of issues to be assessed systematically and fixed based on priority issues (prioritized for all schools) in the island.

7. POLICY ACTIONS

7.10.4 EMERGENCY PLANNING

Some schools are overrun by pests. A good pest control regimen will help in this regard. Perimeter fencing will also improve school safety by keeping children in and keeping out intruders of the human and non-human variety. Contracting trained security guards, installing perimeter cameras and implementing other effective preventive measures will also serve to keep intruders out, including those that access the premises outside of normal school hours. Consideration also has to be given to the non-human threats such as exposed electrical wiring which poses a potential danger to both students and teachers as it could cause physical harm or even electrocution.

7.10.5 OVERCROWDING IN SCHOOLS

Overcrowding in schools not only has the potential to limit student performance, but also to increase social-emotional problems in students, as well as distress among teachers and administrators especially following a disaster. Importantly, overcrowded contexts have the potential to increase student-to-student aggression; student-teacher aggression which will also make the school environment unsafe. Safety challenges during a disaster increase due to overcrowding. Therefore, every effort should be taken to prevent overcrowding in schools.

7.10.6 DEVELOP A SAFETY CULTURE FOR SCHOOLS

The roadmap for creating a safety culture in schools could be guided by the following steps:

- a. Begin by working to understand and identify areas of risk and needs unique to schools in Dominica;
- b. Develop activities and events that build a safe school culture in each school;
- c. Prioritize the use of evidence-based prevention strategies;
- d. Promote social and emotional learning;
- e. Provide regular training and support to all school personnel – teachers, Principals, support staff, and school-based law enforcement officers – on how to engage students and support positive behaviour;
- f. Conduct on a regular basis, activities to promote a positive school climate and involve students in the planning and running of these activities.



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8. THE GREEN APPROACH



The Green portion of the Safe School Policy comprises a broad set of themes, objectives and strategies relevant to environmental responsibility and sustainability. The aim is to reduce the negative impact of individual institutions and the overall education sector on the environment and to assist them in adapting to changes in climatic conditions.

The standards should be achieved over time and must be measured every three (3) years to effectuate the Policy.

The overarching green themes are:

- sustainability management - pertains to formulating supporting policies, raising awareness and establishing a baseline from which improvements can be measured;
- natural resource management - focuses on reducing water and energy usage and purchasing practices;
- the indoor environment – the focus is to explore options linked to the maintenance of indoor conditions conducive to teaching and learning;
- hazardous chemicals and materials – the focus is to ensure proper labelling, handling, use and storage as well as the identification and proper management of hazardous materials, such as asbestos;
- facility and grounds – pertain to proper pest control management in an effort to reduce or eliminate the use of and exposure to harmful chemicals, while at the same time guaranteeing proper waste storage and disposal and overall maintenance; and
- food service management - focuses on the sustainability of the foods used and the proper management of food waste.

The Ministry of Education shall:

- a. Build a sustainability culture in schools. This includes institutionalizing sustainability from the MOE down to schools; involving students, teachers, staff, administrators and parents in sustainability efforts; and integrating sustainability into the classroom and the curriculum;
- b. Establish a baseline for sustainability management;
- c. Train and build awareness throughout the education system including in pre-schools;
- d. Track improvements through monitoring and evaluation of activities and projects to ensure that they are contributing to the vision for green schools.
- e. Facilitate stakeholder consultations to develop a vision of what the Green Policy should achieve;
- f. Promote students as central actors in the process;
- g. Maintain energy systems;
- h. Practise conservation measures in schools;
- i. Integrate conservation of natural resources into the curriculum; include green philosophy and body of knowledge into school curriculum;
- j. Put together a statement of how schools will fulfil their commitment(s) to natural resources conservation. For example, it could be to reduce the amount of waste produced; increase green knowledge; conserve energy, water, paper; and reduce and reuse;
- k. Build activities and projects around natural resource conservation and efficiency;
- l. Get students to run school projects; perhaps even promote a Green Awards for schools achieving the green vision;
- m. Apply for other green certifications for school.

8. THE GREEN APPROACH

8.1 ENERGY EFFICIENCY

Energy costs remain a large part of the operating expenditure in the public sector. Promoting energy efficiency and conservation measures in schools will make schools more sustainable. Energy self-sufficiency, including onsite generation of solar power, is a good idea. It makes for greater resilience and energy sustainability, thereby meeting several objectives – cost savings, resilient energy supply for shelters, lower costs, lower carbon footprints. Other benefits of implementing an energy efficiency and conservation plan include healthier, safer schools, and improvement in the financial bottom line.

The Ministry of Education shall:

- a. Maintain existing energy systems
- b. Encourage as best as possible the use of natural lighting to reduce energy costs
- c. Encourage the use of LED and other energy-efficient lighting options
- d. Ensure electrical outlets and switches are in good working order

8.2 RAINWATER HARVESTING

Although in Dominica water is available in abundance, in other regions in the Eastern Caribbean, there is a shortage of water to the point of drought. This natural resource can become the source of a significant water supply, if needed, and should be taken into consideration when planning the water supply systems as outlined in the following overview:

- Separate water tanks should be located on the school's ground level to facilitate the collection of the rainwater coming from the rain gutters;
- Given Dominica's climate conditions, the rainwater harvesting system does not have to be operating year-round, a system of valves or moving gutters should be integrated into the system to allow for quick activation in the event of a hurricane alert;
- The system should be clean, regularly maintained, and ready to use in case of an emergency;
- In schools designated as community shelters, electrical or manual pumps should be installed in order to accelerate the flow of the rainwater collected in this system, up to the main water storage tank; and
- Rainwater harvesting tanks should be installed approximately 50cm above ground floor level, allowing people to gather water with buckets in case of pump failure, or if pumps are not installed at all.



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8.3 WATER USE

Schools should develop a water conservation plan to help reduce water use and wastage. The plan should include measures to guide procurement for faucets, toilets, etc.

Future upgrades that involve aspects of the plumbing system should give consideration to water-efficient devices, grey water capture, storage and usage, and equipment and technology. Consideration should be given to a rainwater-capture system that could be used for non-potable uses such as toilet flushing.

8.4 INDOOR ENVIRONMENT

The focus of the indoor environment is maintaining safe indoor conditions conducive to teaching and learning. The primary indoor environmental hazards concern poor ventilation and heat, dust and mould. The issue of mould is particularly pernicious. The warm temperatures and high humidity in Dominica are favourable to mould contamination. The harmful effects of mould are more serious where school users suffer from allergies or respiratory illnesses. Mould-related issues in schools in Dominica range from instances that can be effectively handled by in-house maintenance staff, to extensive contamination that requires professional assistance to resolve safely and successfully.

The Ministry of Education shall:

- a. Develop a mould remediation strategy for Dominican schools that considers climate and other environmental factors in schools. This will be supported by mould audits to be conducted for each facility quarterly to half yearly. The information obtained from audits will also facilitate more accurate mould remediation and containment and will support more realistic budget planning by Public Works in collaboration with the MoE in order to:
 - i. Develop a mould prevention and remediation Plan;
 - ii. Review of best practices for the effective mould remediation and prevention outlined under the Mould Prevention and Remediation Plan;
- b. Develop a Humidity Control Plan for areas such as laboratories and computer rooms. Note who in schools is/are responsible for executing the plan; and stipulate the frequency of checks and guidelines based on specific environments. Find cost-effective solutions, which may include fans, technology such as a humidity control unit (HCU) to remove the moisture and the use of mould resistant paint;
- c. Schools, facility managers, custodians or other designated individuals in each school will work with the Ministry responsible for health in the Public Works to determine cooling and dehumidification control.

9. CURRICULUM INTEGRATION

Safety and security should be integrated into the curriculum and the teaching and learning environment and should include the following:

- a. The integration of school safety and greening throughout the school curriculum;
- b. The sustainable use and management of resources should be encouraged and issues of conservation, efficiency, recycling and waste reduction should be integrated into the curriculum;
- c. Psychological, social and behavioural aspects of school safety such as bullying, vandalism of school property as well as food handling and healthy food choices, and exercise should be examined as part of the teaching and learning process;
- d. The testing and evaluation of these concepts at the student level and the schools should be assessed on them;
- e. Resilience education given the vulnerability of the country to natural disasters and the need for its citizens to cultivate diverse emotional and social skills;
- f. Climate change-related issues and disaster risk management while at the same time infusing resilience education throughout the revised curriculum; and
- g. A revised curriculum for the Dominica State College to include education on climate change and disaster risk management while infusing resilience education into all subjects included in the curriculum.

10. MONITORING, REVIEW AND REPORTING

This Policy shall be revised every five years or as the need arises. The Chief Education Officer shall be responsible for initiating the revision of the School Safety Policy after consultation with the Permanent Secretary.



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11. REFERENCES



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12. APPENDICES

12.1 APPENDIX 1

TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
<p>1. DISASTER PLANNING</p>	<p>1.1 Schools must be guided by a Disaster Management/Contingency Plan, which addresses the multi-hazard operational environment. Plans must take into account natural and man-made hazards, which may impact the school and should be founded in the Comprehensive Disaster Management framework and Policy in place in CDEMA Participating States. School Disaster Management/Contingency Plan should be reviewed and shared with staff at least once a year.</p> <p>1.2 All school staff should be involved in the overall response, pre-, during and post-hazard event with clear roles and responsibilities assigned to facilitate the response.</p> <p>1.3 Protocols referring to the relocation/transport of persons to designated “Safe Areas” in the community in the event of a disaster should be in place. Arrangements must also take into account persons with any special needs. Designated areas should be secured and protocols must also address their management before and during emergencies.</p> <p>1.4 Schools should participate in national simulation exercises, conduct and test their readiness and response on a regular basis. Evaluations derived from participation should form part of the basis for continuous improvement and effective communication with the staff. School drills and simulations should involve not only staff and students but whenever possible parents as well.</p> <p>1.5 Resource allocation to address the occurrence of a hazard event should be guided and founded on previously observed costs and should guide future actions associated with the implementation of safety matters at schools.</p>



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TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
1. DISASTER PLANNING	<p>1.6 School personnel should be trained to address various elements of preparedness and response. In particular, training in areas such as fire suppression, basic life support, crisis intervention stress management (CISM), and others should form part of the basis of annual and regular training programmes which will enhance and strengthen the schools' ability to effectuate the Policy and its standards.</p> <p>1.7 Schools should maintain updated contact lists of parents or alternate adults who may pick students up in the event of a hazard event or disaster. Parents should be aware of alternate locations where students may be retrieved in the event of the need to relocate to other sites.</p>
2. EMERGENCY PLANNING	<p>2.1 School Safety Plans should be based on risk assessments performed to address a multi-hazard environment and in accordance with the labour regulations. Guidance published by relevant authorities should be employed and tailored to individual schools' needs. Plans must be reviewed by the entire staff on a regular basis and updated accordingly. School Safety Plans should be submitted to all relevant authorities.</p> <p>2.2 Schools should have written guidelines and procedures for managing crises dealing with, natural disasters, medical emergencies, man-made hazard events, fires and student and staff deaths or other matters where crisis intervention may be required.</p> <p>2.3 Schools should make arrangements to address incidents where multiple individuals have been injured or during the occurrence of a mass casualty. Arrangements must include protocols and mechanisms for the provision of triage, if relevant, the safe relocation to medical centres whether within the community, nationally or regionally.</p>

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TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
2. EMERGENCY PLANNING	2.4 Emergency equipment must be regularly inventoried, maintained and tested and should appropriately address the needs of individuals found at an educational facility. There should be sufficient numbers of fire extinguishers, first aid kits, smoke detectors and other relevant equipment to address various types of emergencies which may arise. Inventories of emergency equipment should be regularly updated.
	2.5 Up-to-date student health records should be maintained with individuals assigned to that role. The rights of privacy over sensitive medical information should be respected at all times, whilst balancing the need to address any medical emergency at a school.
	2.6 Students should be taught how to behave and respond in the event of an emergency. A culture of appropriate emergency preparedness and response should always be fostered and supported.
	2.7 Staff must be knowledgeable and competent in all measures to be taken when evacuating and returning to a building.
	2.8 Clear and accurate guidance regarding available evacuation routes and emergency exits out of buildings should be posted in all rooms by doorways at schools.
	2.9 Safe locations for each type of emergency should be determined. Designated rooms which may be used for shelter in the event of an emergency should be available complemented with first aid supplies and other required resources.



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TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
3. SAFETY ADMINISTRATION	<p>3.1 A Safety Officer should be appointed/designated at all schools and educational facilities. Time and resources should be allocated in order to properly discharge those duties and perform tasks in accordance with the Labour Code.</p> <p>3.2 School, in consultation with the staff should prepare a written statement of the general Policy with respect to the safety and health of the employees.</p> <p>3.3 A copy of the Safety and Health Policy should be conspicuously posted along the school in accordance with the Labour Code.</p> <p>3.4 Notices to the Labour Department stating the types of hazardous chemicals, physical agents, and the hazardous biological agents present at your institution should be filed in accordance with the Labour Code.</p> <p>3.5 Schools should assess and document the risks to the safety and health of their personnel, students and persons whilst frequenting their facilities, in accordance with the Labour Code.</p> <p>3.6 Schools should identify any particular vulnerable group(s) exposed to the risks which may have been assessed and special arrangements should be made to address their evacuation or medical needs during an emergency or disaster.</p> <p>3.7 Schools must properly document and record within registers any actions taken to address safety matters and such must be maintained in accordance with the Labour Code.</p> <p>3.8 Schools should have a functioning joint workplace safety and health committee or a representative elected from the employees in accordance with the Labour Code.</p>

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12.1 APPENDIX 1

TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
3. SAFETY ADMINISTRATION	3.9 Schools must make reasonable provisions to educate their employees of their obligations in respect to the performance of their duties related to safety management, which include: not willfully interfering with, misusing or damaging by any means, appliance, convenience or other thing; not willfully and without reasonable cause doing anything likely to endanger himself or herself or others.
	3.10 Schools must make reasonable provisions to monitor staff and students and prevent their entry, or to remain at on the premises when under the influence of alcohol, addictive drugs or any other substance which may adversely affect the safety of any individual.
	3.11 Suitable and rapid means of obtaining first aid help should always be available to schools, whether on or off-site.
4. MEDICAL EMERGENCIES	4.1 Schools should establish and maintain, insofar as practical, programmes for the prevention and detection of allergens, such as mould and dust at schools.
	4.2 Immediate access to a nurse or health care provider in case of emergencies should otherwise be available.
	4.3 Schools should make provisions for the rapid transportation of injured staff or students to a hospital or health care facility in the event of medical emergencies.
	4.4 Schools should post emergency numbers at visible locations next to their phones.



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TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
4. MEDICAL EMERGENCIES	<p>4.5 Insofar as practical, schools in collaboration with the Environmental Health Department should ensure that on, or off-campus food vendors possess the necessary licensing requirements and adhere to all relevant laws and regulations required for handling and serving food.</p> <p>4.6 On-campus food facilities must be organized, sufficiently equipped and clean. The area should be properly ventilated and fire suppression equipment must be located in proximity.</p>
5. PHYSICAL PLANT	<p>5.1 The physical plants of schools must be evaluated for the presence of various hazards⁶ and insofar as practical address those through design changes, retrofitting or the construction of buildings that are fit for purpose amongst other approaches. Schools should be assessed in particular for structural integrity and soundness to minimize exposure of persons to risks.</p> <p>5.2 Schools should be earthquake safe⁷.</p> <p>5.3 Schools should be regularly assessed and inspected to ascertain the level of vulnerability to various hazards.</p> <p>5.4 Schools must have improvement plans that include regular maintenance of all buildings within the prescribed guidelines set by the relevant ministries such as health, public works and education.</p> <p>5.5 Schools to ensure that adequate fire appliances such as extinguishers are in place, assembly points and escape routes clearly marked and defined</p> <p>5.6 Older facilities must be inspected for the presence of asbestos or lead paints and if found, sound principles of containment and removal must be exercised in order to eliminate the possibility of accidental release of any into the environment.</p>

⁶ School need to be assessed under the program for the presence or vulnerability to hazards.
⁷ The protocol for becoming an earthquake safe school is available to guide administrators on how to comply.

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12.1 APPENDIX 1

TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
6. PHYSICAL SAFETY	6.1 On-campus security arrangements, whether contracted or public must be actively involved in the management of emergencies and disasters. Clear reporting lines, roles and responsibilities in the event of a security issue, emergency or disaster must be in place and articulated in school Disaster Management/Contingency Plan.
	6.2 All visitors to a school must be required to sign in, or issued passes while on school grounds and screened, if relevant.
	6.3 Strategies to mitigate the escalation of a violent event should be explored and where relevant, internal and external resources should be allocated to reduce the risk of the occurrence of violence at schools. The role of on-campus security in the event of an act of violence must be clearly defined and protocols for the management of situations should be established.
	6.4 Schools must devise a method of accounting for students that leave on school visits and address complications that occur off-site during a visit. The number of responsible adults to students (ratio) should be adequate to ensure the safety of pupils whilst off-campus.
	6.5 Schools should devise a system of accounting for the number of cars on the school grounds and ascertain the purpose of the vehicles that enter and leave the premises. Control areas where cars may enter or leave the school premises should be in place and movement should occur through clearly labelled routes.



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TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
6. PHYSICAL SAFETY	<p>6.6 Schools may develop adequate means to monitor staff and students who may be under the influence of alcohol, addictive drugs or any other substance which may adversely affect the safety of other staff members or students or other persons found within the premises⁸. Wherever possible internal and external resources should be allocated to enhance the capacity to monitor and evaluate use and impact of any substance which may adversely impact safety.</p> <p>6.7 Schools should monitor for bullying and other aggressive behaviour and encourage students to report such conduct to teachers. Aggressive tendencies should be reported to parents/guardians.</p> <p>6.8 Schools should have bathroom facilities and showers that are gender-specific and that can be secured when facility is used as an emergency shelter.</p> <p>6.9 On-campus security arrangements, whether contracted or public must be actively involved in the management of emergencies and disasters. Clear reporting lines, roles and responsibilities in the event of a security issue, emergency or disaster must be in place and articulated in school Disaster Management/Contingency Plan.</p>
7. PROTECTION OF THE PERSON	<p>7.1 Where individuals may be exposed to potentially hazardous chemicals or materials, heat or steam, schools must make provisions for the use of protective gear when possible contact may ensue to minimise the likelihood of injury to eyes or other parts of the body.</p>

⁸ This may be implemented through the establishment of a training program for the identification of individuals who may be under the influence of substances, prior to monitoring of adverse behaviours which may arise.

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12.1 APPENDIX 1

TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
<p>7. PROTECTION OF THE PERSON</p>	<p>7.2 Schools must require that students and staff use suitable protective equipment whenever exposure to wet conditions, or to any injurious or offensive substances may occur prior to the performance of the task. Protective clothing and devices used must be of an approved standard. Adequate instructions in the use of the protective clothing or devices needs to always be provided if individuals or groups must enter an area where they are likely to be exposed to the risk of head, eye, ear, hand or foot injury, injury from air contaminant or any other bodily injury. Arrangements must be made for anyone to report the absence of, or deficiency in, any equipment or protective device or clothing, of which he or she is aware and which may endanger himself or herself or another employee or person.</p> <p>7.3 Schools must restrict entry into an area where there may be exposure to the risk of head, eye, ear, and hand or foot injury from air contaminants or any other bodily injury unless a member of staff or student is wearing the protective clothing or device provided to protect them.</p> <p>7.4 Schools must conspicuously display notices in areas where protective clothing or devices are required to be worn.</p> <p>7.5 Where a member of staff or a student may be required manually to lift, carry or move anything above a specified maximum weight, schools must, as far as practicable, make arrangements to protect said person from injury.</p> <p>7.6 Schools must, in so far as practical and in accordance to the Labour Code, take into account the needs of a female employee or student who is pregnant and adapt the working conditions to ensure that she is not involved in the use of, or exposed to, chemicals, substances or anything dangerous to the health of the unborn child and up to six months after the birth of a child.</p>



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TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
7. PROTECTION OF THE PERSON	<p>7.7 Schools must ensure the delivery of instruction required for the employees and any young person to appropriately use potentially hazardous machinery. Safety precautions required for the use of potentially hazardous machinery must be provided. Adequate supervision by a person who has special knowledge and experience in the operation of a hazardous machine is required.</p> <p>7.8 Schools must take adequate steps to prevent hearing impairment caused by noise, and diseases caused by vibration, from occurring to persons in the vicinity and that any necessary protective equipment to address potentially hazardous levels of noise and vibration are worn or used at all appropriate times.</p> <p>7.9 Schools must ensure that periodic medical evaluations of those employees exposed to the risk of injury to their hearing or of contracting a disease caused by vibration be undertaken. Record of medical evaluations of those employees exposed to the risk of injury to their hearing or of contracting a disease caused by vibration, including audiometric examinations along with the periodic evaluation of the work environment must be maintained in accordance with the Labour Code.</p>
8. HAZARDOUS CHEMICALS AND MATERIALS	<p>8.1 Schools must make appropriate arrangements to safely store any hazardous chemicals.</p> <p>8.2 Schools which handle potentially hazardous chemicals or where dust, iron filings or other possible hazardous materials may be generated during an activity, must arrange for the provision, distribution or sale of safety glasses/goggles, gloves or other skin protection, lab coats, aprons or other protective equipment prior to the use of a potentially hazardous chemical at its facility. The school must have accessible eye wash stations and deluge showers at the labs.</p> <p>8.3 Schools must have a mechanism for reporting the presence of a possible hazardous material or contaminant and relating the information to authorities in accordance with any relevant guidance on the matter. Mechanisms for following up on the incident must be in place.</p>

12. APPENDICES

12.1 APPENDIX 1

TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
8. HAZARDOUS CHEMICALS AND MATERIALS	8.4 Schools must take all necessary precautions to prevent eating or the storage of food at facilities where dangerous chemicals may be used.
	8.5 Schools must make arrangements to manage any process involving the use of, or exposure to, products containing benzene or other aromatic hydrocarbons. C ₆ H ₆ itself or any product the benzene content of which exceeds one percent by volume and insofar as practicable should find harmless or less harmful substitutes which may be used if they are available. An Enclosed System or where an enclosed system is not practicable, within equipment with effective means to ensure the removal of benzene fumes to the extent necessary for the protection of the health of staff and students must be in place.
	8.6 Appropriate danger signage must clearly and visibly be posted on any container holding benzene or other potentially hazardous chemicals. All hazardous chemicals present on the facility grounds are labelled in a way easily understandable to the employees and students. Schools must ensure that when hazardous chemicals are transferred into other containers or equipment, the contents are indicated in a manner which will make known to employees, their identity, any hazards associated with their use, and any safety precautions to be observed.
	8.7 Appropriate instructions about safeguarding health and preventing accidents, as well as about action to be taken if there is any evidence of benzene or other types of poisoning should be provided.



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TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
8. HAZARDOUS CHEMICALS AND MATERIALS	<p>8.8 Schools must obtain or prepare up-to-date chemical safety data sheets for all hazardous chemicals present on the facility grounds and ensure that the information available in chemical safety data sheets is available in English and any other language indicated by the situation at the school. Up-to-date inventory of all hazardous chemicals must be prepared.</p> <p>8.9 Information must be provided on the handling and disposal of hazardous chemicals which are no longer required and containers which have been emptied but which may contain residues of hazardous chemicals, so that the risk to safety and health and to the environment is eliminated or minimized. The school must also ensure that a hazardous chemical is not used, handled or stored unless the prescribed requirements concerning identification, chemical safety data sheets and worker instruction and training of the use of the chemicals are met. Hazardous chemicals should not be used, handled or stored unless the prescribed requirements concerning identification, chemical safety data sheets and worker instruction and training of the use of the chemicals are met. Employees must have access to information of any unexpired chemical safety data sheet regarding hazardous chemicals at the workplace.</p> <p>8.10 Schools must furnish a copy of the most recent version of the inventory and of every unexpired chemical safety data sheet to a representative of the safety committee or the safety employee representative in accordance to the Labour Code.</p>

12. APPENDICES

12.2 APPENDIX 2

TABLE 2 : GREEN SECTIONS AND STANDARDS

GREEN SECTION	STANDARD
<p>1. MANAGEMENT STRATEGIES</p>	<p>1.1 Schools must be guided by sustainable principles and be willing to make changes in operation and procurement in an effort to reduce their contributions to environmental degradation and climate change.</p> <p>1.2 All staff and students should be cognizant of the Policy and involved in efforts to green the institution. A champion from staff should be appointed to administer the components of the programme.</p> <p>1.3 To ensure that the programme moves beyond the educational facility, elements should be incorporated into the curriculum. Staff and students who take leadership roles should be recognized for their efforts.</p> <p>1.4 Audits should be conducted for energy, water and solid waste to determine a baseline and to highlight the changes made by various initiatives.</p> <p>1.5 Resource allocation to address sustainability issues should be guided and founded on previously observed costs and should guide future actions associated with the implementation of greening/sustainable activities at schools.</p>
<p>2. ENERGY USE</p>	<p>2.1 School should develop energy conservation plan to help reduce energy use. The plans should also include measures to guide procurement.</p> <p>2.2 Future upgrades that involve energy should give consideration to efficient equipment, fixtures, bulbs and devices that result in reduced energy consumption.</p>



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TABLE 2 : GREEN SECTIONS AND STANDARDS

GREEN SECTION	STANDARD
2. ENERGY USE	2.3 Thought should be given to installing renewable energy system should the roof/grounds be able to accommodate such. Thought should also be given to installing solar hot water should the facility have a need.
3. WATER USE	3.1 Schools should develop water conservation plan to help reduce water use and wastage. The plan should include measures to guide procurement for faucet, toilets, etc. 3.2 Future upgrades that involve aspects of the plumbing system should give consideration to water-efficient devices, equipment and technology. Consideration should be given to a rainwater-capture system that could be used for non-potable uses such as toilet flushing.
4. SOLID WASTE GENERATION	4.1 Schools should develop a solid waste plan aimed at reducing the amount of waste generated. It should cover procurement practices as it relates to waste generation.
5. INDOOR AIR QUALITY	5.1 Schools must take appropriate precautions to safeguard the indoor environment of classrooms and other regularly occupied spaces. Arrangements to safely store any hazardous chemicals. 5.2 Schools should undertake regular inspections of buildings for water damage, leaks and staining to determine if mould is present. If present, removal and repair should be undertaken immediately. 5.3 Work that may expose students and teachers to dust, vapors or chemicals should be conducted outside of regular work/school or during vacation. Measures to avoid dust, mist and harmful vapors must be taken for work during school/work hours that cannot be avoided.

12. APPENDICES

12.2 APPENDIX 2

TABLE 2 : GREEN SECTIONS AND STANDARDS

GREEN SECTION	STANDARD
<p>5. INDOOR AIR QUALITY</p>	<p>5.4 Establish a policy that prohibits smoking in and around educational facilities.</p>
<p>6. HAZARDOUS CHEMICALS AND MATERIALS</p>	<p>6.1 Schools must make appropriate arrangements to safely store, label, handle and dispose of all hazardous chemicals. All hazardous chemicals and materials must be used as intended and in the manner prescribed.</p> <p>6.2 Schools must have a mechanism for containing and cleaning spills in a timely manner to limit spread and exposure. Mechanisms for following up on the incident must be in place.</p> <p>6.3 Signage must be present to indicate where hazardous chemicals are stored.</p> <p>6.4 Eliminate or closely control materials, adhesives, coatings, furnishings that contain Persistent Bio accumulative and Toxic chemicals (PBTs), Volatile Organic Compounds (VOCs), Semi-volatile Organic Compounds (SVOCs), Aromatic Hydrocarbons, Halogenated Fire Retardants (HFR), heavy metals, phthalates, perfluorochemicals (PFCs) and other chemicals that can pose harm to staff, students and visitors.</p> <p>6.5 Schools must obtain or prepare up-to-date chemical safety data sheets and an inventory for all hazardous chemicals and materials present on the facility grounds.</p> <p>6.6 Older facilities must be inspected for the presence of asbestos or lead paints and if found, sound principles of containment and removal must be exercised in order to eliminate the possibility of accidental release of any into the environment.</p>



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TABLE 2 : GREEN SECTIONS AND STANDARDS

GREEN SECTION	STANDARD
7. MERCURY USE	7.1 Schools should document and make plans to phase out all mercury containing items/devices.
8. MOULD	8.1 Schools should establish and maintain, insofar as practical, programmes for the prevention and detection of allergens, such as mould. 8.2 If detected, measures to remove and repair source of moisture should be immediate.
9. PEST MANAGEMENT	9.1 Schools should make it a priority to avoid pests by maintaining structure and grounds. 9.2 Integrated Pest Management should be utilized to prevent and treat pests. 9.3 Schools should have a programme in place to ensure that all potential mosquitoes breeding sites are eliminated from the compound.
10. MAINTENANCE	10.1 Schools should have a maintenance plan in place that routinely inspects and assesses buildings, electrical and plumbing systems and grounds. Issues should be addressed in an effort to conserve resources and avoid compounding of the problem.
11. FOOD SERVICE	11.1 Issues should be addressed as soon as possible using sound practices and keeping sustainability in mind.

12. APPENDICES

12.3 APPENDIX 3: SUMMARY OF LEGISLATION

Environmental Health Services Act

This Act governs all aspects of environmental health. Some key provisions of the Act are as follows:

Section 3: Minister charged with the responsibility of promoting and protecting public health and providing for the conservation and maintenance of the environment.

Section 8: Sets out the functions of the Department of Environmental Health. It confers on the Department the responsibility for environmental health, disposal of solid waste, food and drinks management, nuisances, rodent, insect pests, etc.

Section 11: Persons are not to keep premises which constitute a nuisance or are conducive to the breeding or harbouring of rodents, insects, pests, termites etc.

According to section 30(a)(xiii), the Minister may make regulations for the closing of schools and places of public assembly or entertainment for the purpose of preventing or controlling the spread of disease.

Section 30(a)(xv) provides that the Minister may make regulations for the protection of the health of persons exposed to conditions etc. which may be injurious to health.

Section 30(3) (v) states that Minister may make regulations for the medical examination and registration of persons engaged in the handling of food.

Section 30 (e) states that Minister may make regulations for the medical and dental inspection of school children, the removal of children from school and the closing of schools in the public interest.



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MINISTERIO DE LA PRESIDENCIA



Environmental Health Services (Communicable and Notifiable Diseases) Regulations, 2003

These regulations specify the categories of communicable diseases that must be reported to a registered medical practitioner or the appropriate medical officer. Under regulation 6(d)(ii), a Medical Officer under the direction of the Chief Medical Officer may enter any school and immunise any child or teacher against any communicable disease. A similar power is conferred in regulation 7(c) on the environmental health officer or other person authorised by the Chief Medical Officer.

Emergency Powers Act

The Emergency Powers Act makes provision for the welfare and safety of the community in the case of a disaster.

The Act also permits the president to declare a state of emergency where Dominica or any part of Dominica is affected or likely to be affected by a disaster. When a state of emergency is declared Parliament is to be notified of the proclamation and required to meet within five days.

Physical Planning Act

The Physical Planning Act makes provision for the orderly and progressive development of both urban and rural areas and to preserve and improve amenities. The Act confers the power for the granting of permission to develop land and for powers over the control of the use of land.

In addition, the Act provides for the regulation of the construction of buildings.

Employment Safety Act

The Employment Safety Act deals with safety and health at work. Apart from dealing with employment safety, it also provides for safety officers and special safety measures.

The Act only applies to persons carrying on a business. The Act defines “business” as including trade, undertaking, operation and establishment. Thus, the Act would not be applicable to public schools (as these are not businesses). Consideration should be given to amending this Act to confer its protection on teachers in public schools.

12. APPENDICES

12.4 APPENDIX 4

TABLE 3 : SAFE SCHOOL CHECKLIST

LOCATIONS/DESIGNATED AREAS AND AMENITIES	SAFE SCHOOL GUIDELINES
STRUCTURE	The building is to be structurally stable, weather-proof according to local environmental conditions, climatically comfortable, easily exited in case of emergency and well integrated with the environmental and cultural context.
ADMINISTRATIVE OFFICES	Separate space for faculty/administrative personnel gives privacy to students and teachers and maximizes the use of classroom space, enabling staff to work separately from students. Proximity between classrooms and administrative offices is recommended to monitor students' activities and create 'safety through transparency'.
SAFE WATER	Fresh potable water should be available to students within the school. Proper plumbing infrastructure allows for the distribution of safe water. If such a setup is not possible, a borehole/well should be included in the school compound. This can be augmented with a rainwater catchment system in the roof as appropriate.
HYGIENE FACILITIES	A separate space should be provided with water and soap or other cleaning agent for children to wash their hands.
TOILETS / LATRINES	Separate toilets or latrines should be available for girls and boys. Privacy, cleanliness and safety are major considerations when planning the location and design of facilities.
LIGHT, AIR, SUN, DUST, GLARE, REFLECTION, HUMIDITY, NOISE AND ODOUR	Classrooms need good fresh-air circulation to avoid heat and excessive humidity. To ensure adequate daylight, a minimum of 20 percent of the classroom floor area should be window area. Electricity or another means of power is needed to provide light and to operate equipment. Classrooms must be sufficiently shaded from direct sunlight, glare (direct light) and reflection (indirect light). Schools should not be located close to sources of excessive noise (traffic, railways, industries, informal sector activities) or excessive pollution or odours (waste belts, abattoirs). When this is not possible, design measures should be used to minimize the impact of these problems.



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TABLE 3 : SAFE SCHOOL CHECKLIST

LOCATIONS/DESIGNATED AREAS AND AMENITIES	SAFE SCHOOL GUIDELINES
COLOUR	Materials and finishes should be the light, natural colours of the materials themselves, selected in harmony with warm natural hues as accents (reds, oranges, maroons, ochres and linen/khaki/off-whites) dictated by local, cultural preferences. For example, timber may be finished using clear varnish to preserve the natural beauty and warmth of the material. Or brighter accents can be used for play corners, decks, corridors and furniture. Learning spaces should be light and relaxed in colour, not gloomy, dull or dark.
POWER (ELECTRIC OR ALTERNATIVE)	The school should have a power source to provide light, connectivity for communication equipment (computers, radios, television) and other appliances (refrigerators, stoves). Alternative sources of energy (solar, wind and biogas) can be integrated into the design of schools, where appropriate.
SAFETY PROVISIONS	Fire prevention and emergency evacuation plans must be part of the design process and built into the school programme. Combustible materials should be free of components or elements that can be hazardous to children. When construction is finished, school sites should be free of all fluid, solid and gaseous wastes. Schools should not be located close to industrial or other hazards.
HEALTH PROVISIONS	At a minimum, school should have a first-aid kit or medicine cabinet for basic emergencies or accidents. Proximity to a clinic enables health personnel to visit the school periodically and permits children to be taken to the clinic for treatment of health problems. This proximity is accomplished in many developing countries through clustering the main social service facilities in the same location.
LIBRARY	A designated space where books and learning resources are available in a proper reading environment is central to learning and teaching activities. The library or resource room needs to be strategically located within the school for easy access, but away from noisy areas for a greater degree of peace and silence.
LANDSCAPING	School grounds form an integrated, holistic unity with school buildings and their users, but in conventional school planning they are often neglected. Trees are vital for filtering sun, dust and noise and for beautifying the school. Indigenous trees, shrubs and flowers should be planted in the school compound along with edible plants meant to teach children food production and conservation. Trees also have a softening and calming effect on the learning environment and its users. Planning the school landscaping is a good way to involve children in the realization of a child-friendly school.

12. APPENDICES

12.4 APPENDIX 4

TABLE 3 : SAFE SCHOOL CHECKLIST

LOCATIONS/DESIGNATED AREAS AND AMENITIES	SAFE SCHOOL GUIDELINES
FLEXIBLE SPACES	Flexible spaces increase child participation in class and allow teachers to provide a more dynamic environment for learning and teaching. Such spaces provide opportunities for group activities, areas for manual projects and easy access to open spaces. Individual classrooms or other facilities that create outdoor space between structures give students a chance to be in open areas when in transit between classes. Classrooms should be accessible for all children; ramps and wide doorways should be provided for less mobile children.
SCHOOL LIBRARY AND RESOURCE ROOM	In child-friendly schools, the library and resource room is likely to have some connection to the local community. Where it is feasible and in line with school practice, these facilities should be located and designed so they are accessible to the community. In other cases, skilled and knowledgeable persons in the community may be considered resources for learning about the local culture, history and handicrafts.
BATHROOMS	Teachers need to have separate facilities for men and women. For pupils, designated separate bathrooms for boys and girls within or close to the classrooms are the most practical and safest arrangement. These facilities can also be designed and located so that they are shared among clusters of classrooms to protect younger children.
RELAXATION ROOMS CLOSE TO LEARNING AREAS	At the nursery and lower-elementary level, rooms where children can relax are appropriate in the design of child-friendly schools. In general, homelike elements next to learning spaces provide a friendly, inviting atmosphere for this age group.
INDIVIDUAL SPACES	Along with flexible learning spaces for large and small groups (project-based learning/teamwork), individual learning spaces should also be provided, since individual children have their own learning styles and some will need space to be on their own at times to study or reflect.



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TABLE 3 : SAFE SCHOOL CHECKLIST

LOCATIONS/DESIGNATED AREAS AND AMENITIES	SAFE SCHOOL GUIDELINES
OPEN SPACES	<p>Easy access to open spaces from classrooms allows children to be in close contact with their environment and to engage in physical activities. Open spaces can be designed as play yards for sports, school gardens and orchards, decks or verandas for outdoor learning activities, open performance spaces, wide corridors and courtyards, trellises, canopies, shaded pavilions, niches, alcoves, play lofts and enclosed backyards. In typical child-friendly schools, the community would be allowed to use some of these spaces after school hours for town meetings, local gatherings and other events.</p>
KITCHEN	<p>Space for school meal preparation should be designed and provided with equipment and furniture that ensure food is kept fresh and away from flies and other pests that undermine food quality.</p>
CLINIC	<p>Where there is a campus or cluster of social services, having the school near a clinic provides students with general health services and allows for the care of children in need of permanent monitoring of health conditions. Such a health facility would normally serve the entire community, either after school or by providing separate access for school and community patients. This basic link provides a connection between school, community and the family, revolving around the child's well-being.</p>
PROTECTIVE	<p>The protective element of child-friendly school design has two main aspects:</p> <ul style="list-style-type: none">■ To counteract bullying and abuse, teachers and parents must be trained in non-violent, child-based discipline strategies and interventions. This means no beatings, canings or other humiliating forms of punishment. Designing classrooms and other spaces so that activities are readily visible from the outside can deter child abuse.■ Depending on location and context, the enclosure and boundaries of schools can vary in form and function. The goal is to find a balance where a fence can provide protection to the child from outside elements (such as traffic, animals), can define boundaries to keep children within the school and can also serve to section off an area for gardening and orchards.

13. GLOSSARY

Abuse	Unjust or unwanted practice, e.g., physical, emotional, verbal or sexual abuse including victimization or ill treatment.
Adverse Event	A natural or man-made event that causes intense negative impacts on people, goods and services, and/or the environment.
At school	A learner (pupil or student) is said to be at school if he attends a school event in school or beyond the school's walls or is on his way to and from school.
Bullying	Refers to any written or other visual communication, verbal communication, or physical act, gesture or omission engaged to creating a threat of or with the natural result of an undesirable consequence. Bullying includes initiation practices as well as the use of technology, such as the Internet, thus manifesting into what is now commonly referred to as cyber bullying.
Controlled Drug	Any substance or product for the time being specified in Parts I, II or III of the Third Schedule to the Drugs (Prevention and Misuse) Act.
Gambling	Wagering of money or something of material value referred to as the “stakes” on an event with an uncertain outcome with the primary intent of winning additional money and/or material goods.
Harassment	To make repeated attacks or behave in an unpleasant or threatening way towards someone.
Hazard	A process, phenomenon or human activity that may cause loss of life, injury or other health impacts, property damage, social or economic degradation.
Health	The general condition of something in terms of soundness, vitality, and proper functioning.
Injury	Physical harm or damage.
Incident	Any event which is not a part of the standard operation of service and which causes or may cause an interruption to, or a reduction in, the quality of that service.
Learner	Any person enrolled in an education institution as defined in the Education Act.
Mitigation	A set of actions aimed at reducing the impact and effects of an event.
Parent	The parent or guardian of a learner or the person legally entitled to custody of a learner.



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Preparedness	The knowledge and capacities developed by governments, response and recovery organizations, communities and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent or current disasters.
Prevention	Actions aimed at eliminating risk by preventing the event from occurring or preventing damage by avoiding or limiting the subject's exposure to the hazard.
Reconstruction	The medium- and long-term repair of physical, social, and/or economic damage and the return of affected structures to a condition equal to, or better than, before an adverse event. Both rehabilitation and reconstruction are dimensions of "recovery."
Safety	A place or situation where harm, damage, or loss is unlikely.
School Activity	Refers to any activity organized by the school as defined in the Education Act.
School Safety Plan	A plan to develop strategies aimed at the prevention of, and education about, potential incidents/accidents involving any emergencies which may arise at the school.
Security	Precautions taken to keep somebody or something safe from crime, attack, or danger.
Sexual Harassment	Sexual harassment is any form of unwanted conduct of a sexual nature and can include physical, verbal or non-verbal behaviour.
Tuancy	A child who stays away from school without leave or explanation.
Vandalism	Any act or omission which may result in damage or harm to property.
Violence	Behaviour that is intended to hurt other people physically.
Vulnerability	The extent to which a community, structure, service, or geographic area is likely to be damaged or disrupted by a hazard/an external threat, because of its nature, construction, and proximity to hazardous terrain or a disaster-prone area.
Weapons	A thing designed or used for inflicting bodily harm and defined as undesirable in the Education Act.
Welfare	Efforts to ensure that the physical and social conditions under which people operate are satisfactory.

