



IMPLEMENTATION OF THE  
MODEL SAFE SCHOOL PROGRAMME  
IN THE CARIBBEAN

# SAFE SCHOOL POLICY



SAINT LUCIA



An initiative of the African, Caribbean and Pacific Group,  
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**SUBMITTED BY**  
Environmental Solutions Limited

**TO**  
The Caribbean Disaster Emergency Management Agency Coordinating Unit

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# ABBREVIATIONS AND ACRONYMS

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<b>CCTV</b>	–	Closed Circuit Television
<b>CPR</b>	–	Cardiopulmonary resuscitation
<b>MOE</b>	–	Ministry of Education
<b>MOH</b>	–	Ministry of Health
<b>NEMO</b>	–	National Emergency Management Organization
<b>PTA</b>	–	Parent Teacher Association
<b>RSLPF</b>	–	Royal Saint Lucia Police Force
<b>SALCC</b>	–	Sir Arthur Lewis Community College
<b>SLFS</b>	–	Saint Lucia Fire Service
<b>SLRCS</b>	–	Saint Lucia Red Cross Society
<b>SLSWMA</b>	–	Saint Lucia Solid Waste Management Authority
<b>SLTU</b>	–	Saint Lucia Teachers' Union
<b>WASCO</b>	–	Water and Sewage Company

# FOREWORD

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The Safe School Policy recognizes the need for educational institutions to be safe for both able-bodied and individuals with physical and mental limitations given the vulnerability of Saint Lucia to numerous natural and man-made hazards. In addition to being places of teaching and learning, schools in Saint Lucia 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 Saint Lucia. This Policy, if implemented fully, will provide a system for making schools safer and greener in Saint Lucia. This Policy has my absolute endorsement and should be the first point of reference for all involved in education, school administration, construction and maintenance.

**Honourable Dr. Gale Tracy Christiane Rigobert**

**Ministry of Education, Innovation, Gender Relation and Sustainable Development**



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MINISTERIO DE LA PRESIDENCIA

# 1. INTRODUCTION

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Saint Lucia is an island nation, part of the Windward Islands in the Eastern Caribbean. It is exposed to natural hazards such as hurricanes, landslides, earthquakes, flooding and volcanic eruptions. Climate change has exacerbated these hazards particularly flooding and frequent hurricanes. The terrain of Saint Lucia is largely mountainous with steep slopes and most of the population and economic activity are concentrated along low-lying coastal areas which have poor drainage and lack the infrastructure to withstand storm surge and flooding. Of note, Hurricanes Tomas and Matthew recently caused significant damage to the island<sup>1</sup> and for the period 1990 – 2014, natural hazards that caused the majority of deaths and economic losses were hurricanes, storms and floods<sup>2</sup>.

Disasters and the associated impact threaten lives, economic, social, developmental and environmental progress made in Saint Lucia over the past decades. Educational institutions are no exception. The Ministry of Education, as well as school administrators throughout Saint Lucia must be fully cognizant of the impact that natural and human-induced hazards may have on the safety of students, teachers and administrators. Schools are utilized as shelters during times of disaster and oftentimes, school property is damaged, and 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 and must be carried out systematically. Schools need to use appropriate tools to capture the relevant data required to inform the development and maintenance of customised plans and programmes.<sup>3</sup>

The Safe School Policy sets out the necessary steps to improve the safety of schools in Saint Lucia. A green element has been included to help guide schools in being more environmentally friendly/sustainable.

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

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 to ensure the welfare of employees, students and the public, irrespective of the educational level and whether they are public or private institutions. 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 important that schools are properly outfitted and designed to accommodate individuals with limitations or disabilities. Additionally, the schools in Saint Lucia serve as emergency shelters, thus, there is added importance for these facilities to remain functional and accessible to all members of the community and be in a state of readiness at all times.

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 institutions. Promoting a comprehensive approach to integrating disaster management initiatives into management and operational practices can also lead to safer schools. Guidelines and practices must therefore be available to assist educational administrators to meet the challenges of effectively planning and managing the following:

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1 | Global Facility for Disaster Reduction and Recovery. Saint Lucia. <https://www.gfdr.org/en/saint-lucia>  
2 | Prevention Web. "Saint Lucia Disaster & Risk Profile." <https://www.preventionweb.net/countries/lca/data/>  
3 | CEDEMA Model Safe School Programme for the Caribbean. A Toolkit (2014) at p2.

# 1. INTRODUCTION

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

The Safe School Policy is designed to assist Saint Lucia with implementing processes that result in safer and greener educational facilities. The Safe School Policy is congruent with the global strategic Comprehensive School Safety (CSS) approach to reducing risk in schools. The Safe School Policy establishes an ideal, yet adaptable, approach to risk management at the school level that encompasses the following:

- the articulation of school safety policies,
- the recognition of detailed and wide-ranging standards for school safety,
- the identification of risk through assessment against the recognized standards, and
- the implementation of interventions to address risk that are guided by the concrete knowledge generated through assessment.

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. Many of the island's schools are located along major roads; 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, a lot more needs to be in place in order to ensure the safety of students while on school premises. School safety has been and continues to be a critical issue in the lives of students, educators, ancillary staff, parents, families, and community members. Through the development, training, and implementation of school and district-wide safety plans, safer learning environments can be created for all school personnel and students. 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, ancillary staff and by extension the wider public. The School Safety Policy looks at formulation of strategies for addressing school safety. The focus is on broad community participation and involvement in school safety planning, developing model plans and disseminating/replicating of best practices.

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



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## 2. POLICY STATEMENT

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The Ministry of Education has developed this Safe School 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 Saint Lucia's Revised Education Act 2001, Disaster Management Act No. 30 of 2006 and other relevant related legislation. This 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 or are involved in authorized Ministry of Education activities. This Policy also provides that all personal data information will be held in the strictest confidence.

The Ministry of Education is committed to promoting a school environment which is free from preventable accidents and incidents. As such, the Ministry of Education aims to create a safe environment by ensuring that all stakeholders act in accordance with the requirements of this Policy. The Safe Schools Policy seeks to provide a comprehensive framework to guide the development of safety plans at both the district and school levels.

## 3. SCOPE

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The scope of this policy encompasses the maintenance of school, safety, security, emergency response procedures, health, sanitation, the internal and external physical structure of schools. In addition, training, curriculum integration, monitoring, evaluation, roles and responsibilities of personnel at various levels within the education sector are also included in this Policy. This Safe School Policy will also address any safety and security issues identified by stakeholders and as required by law.

# 4. GOALS

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## The School Safety Policy is expected to:

- generate a greater sense of awareness among key/relevant stakeholders on issues of school safety and security
- provide guiding principles to Education Officers and Principals for developing safety plans at the District and School levels
- put in place structures to co-ordinate School Safety Programmes and to sustain gains made
- clearly set out the roles and responsibilities of the various stakeholders in the pursuit of a safe school environment
- put in place clear protocols for the recording, reporting and management of incidents.
- assist schools to engender a community approach to the issue of school safety
- encourage a collaborative approach among schools with respect to school safety
- solicit community support in mobilizing resources to address school safety
- develop a culture of regular drills and practice of standard operating procedures within all schools



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# 5. POLICY FRAMEWORK

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## 5.1 WHO IS GOVERNED BY THIS POLICY?

Principals, teachers, administrative and support staff will be 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 Teachers' Union, Teaching Service Commission, National Principals' Association, local, regional and international agencies also be governed by the Policy.

## 5.2 MINISTRY'S CONTINUITY OF OPERATIONS PLAN

Ministry of Education should develop a Ministry level Continuity of Operations Plan as it relates to schools emergency situations. The Ministry's contingency plan should prepare for and respond to emergencies. The Ministry's Plan should also coordinate with both the District School Safety Plan and the School Safety Plans from a national perspective.

## 5.3 THE DISTRICT SCHOOLS SAFETY COMMITTEES

The organizational set up at the district and school building levels is adapted as an approach towards implementation of the School Safety Programme. A School Safety Advisory Committee will develop a District Schools Safety Plan. The School Safety Advisory Committee will be headed by the District Education Officer and will include but not be limited to, principals/designate, PTA representatives, Coordinator, Disaster Management Committee and at the community level, Building Authority, Officers from the Saint Lucia Fire Service and the Royal Saint Lucia Police Force, Medical Practitioner, Teachers (private and public) Representative of the Student Council, Red Cross, Ministry of Education School Safety Coordinator and any other relevant stakeholders.

### 5.3.1 FUNCTIONS OF THE DISTRICT SCHOOLS SAFETY COMMITTEES

**The District School Safety Committee is responsible for:**

- reviewing the District School Safety Plans of the schools every year or as the need arises;
- coordinating training programmes for school personnel to include but not limited to, in school safety, first aid and CPR;
- initiate and promote activities for school safety;
- forging links through networking with relevant community stakeholders such as the Police, Fire Service, Community Nurse, Sanitation and National Emergency Management Organization (NEMO) for advising on the safety and security of all school personnel and property;
- ensuring public awareness, education and sensitization of School Safety Programme; and
- submitting an annual report by October 30 of each year to the Chief Education Officer.

## 5. POLICY FRAMEWORK

### 5.4 THE SCHOOL SAFETY COMMITTEES

A School Safety Committee will be established in every school. The composition of the School Safety Committee varies according to the size of the school population. The Principal is directed to establish a School Safety Committee which should be chaired 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 community member, a community police officer, member of the local disaster committee, a student representative and any other person deemed appropriate.

#### 5.4.1 FUNCTIONS OF THE SCHOOL SAFETY COMMITTEES

**The School Safety Committee is responsible for:**

- reviewing the School's Safety Plan at the commencement of the academic year and as the need arises;
- identifying training needs for school personnel (teaching and non-teaching staff) to include but not be limited to, school safety, first aid and CPR;
- initiating and promoting activities for school safety;
- forging links through networking with relevant community stakeholders such as the Police, Fire Service, Community Nurse, Sanitation and National Emergency Management Organization (NEMO) for advising on the safety and security of all school personnel and property; and
- submit a report within three (3) weeks of inspection to the District Education Officer.

##### 5.4.1.1 BUILDINGS, GROUNDS AND INFRASTRUCTURE

- 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 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 maintenance requests to the Ministry of Education.

### 5.5 LOCATION OF THE POLICY

The Safe School 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 principal will inform all members of staff about the location of the Policy and its contents.



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## 5.6 RESPONSIBILITIES OF THE GOVERNING BODY

The Ministry of Education is the governing body of this Policy. As a result, the Ministry of Education through the School Safety Coordinator has responsibility for the establishment, monitoring and review of all school and district level safety plans. The Ministry of Education 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 of education recognizes that policies alone cannot prevent accidents or ensure safe and healthy working conditions but that good working practices are needed to ensure safety. All staff will appreciate that their own safety, and that of all in the school, depend on their individual conduct as well as the execution of 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 and safety.
- d. together with the Principal or named responsible person, ensure that pupils and staff have suitable health and safety provision.
- e. ensure that safety standards for purchased goods and equipment are met.
- f. the Ministry of Education will make a concerted effort to ensure that a Preventative Maintenance Plan is put in place to take care of major and minor maintenance of schools.
- g. The Ministry of Education will take all necessary steps to ensure that a clean, safe and hygienic environment is provided to learners and staff at all times.

## 5.7 SECTOR / AGENCY FUNCTIONS

- The implementation of the School Safety Programme will require the full support and endorsement of key/relevant agencies which are mandated to ensure all necessary budgetary allocations for such activities.
- There are a wide range of agencies involved whose responsibilities are set out in Table 1.

## 5. POLICY FRAMEWORK

TABLE 1: RESPONSIBILITIES OF AGENCIES

RESPONSIBILITIES	AGENCIES										
	NEMO	SLFS	RSLPF	WASCO	SLSWMA	MOH	SLRCS	MOE	MCWPU	PTA	SLTU
Conduct yearly inspections of fire equipment, procedures and exist.	✓	✓						✓	✓		
Review the School Emergency Management Plan.	✓	✓	✓					✓		✓	
Serve as advisors to the School and District Safety Committees.	✓	✓	✓		✓	✓		✓			
Facilitate educational programmes.	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Assist in crowd management during mass crowd events.	✓	✓	✓				✓				
Testing 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.				✓							
Providing a reliable and safe supply of pipe borne water.				✓							
Informing the school Principals of any interruptions to water supply at least 48 before or during the event of an unforeseen interruption.	✓			✓							
Providing adequate receptacles for the collection of garbage.					✓						
Ensuring a reliable service for garbage collection at schools.					✓						
Promoting proper garbage disposal practices through school-based training/education programmes.					✓	✓					
Establish protocols for co-operation among agencies.								✓			



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MINISTERIO DE LA PRESIDENCIA

# 6. NATIONAL AND INTERNATIONAL POLICY AND LEGAL FRAMEWORK



## 6.1 POLICIES

There are a range of policies which impact on the Safe Schools Policy. These include the Shelter Policy, the National Social Protection Policy, Protocols for Storage and Handling of Hazardous Materials at Schools, Draft Closed Circuit Television (CCTV) Policy and School Solid Waste Management Policy.

## 6.2 LEGISLATION

**In respect of legislation there are a wide range of statutes that are relevant to this Policy. These include:**

- Education Act, no. 41 of 1999
- Disaster Management Act, No. 30 of 2006.
- Employees (Occupational Health and Safety) Act, No. 10 of 1985.
- Motor Vehicle and Road Traffic Act, No. 10 of 2003.
- Computer Misuse Act, No. 12 of 2011.
- Children (Care and Adoption) Act, 2018

# 7. POLICY ACTIONS

The following actions are deemed critical for the implementation of the Safe School Policy.

## 7.1 DEVELOPING THE SCHOOL SAFETY PLAN

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

The National Emergency Management Organization, the community Police and 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. POLICY ACTIONS

## 7.1.1 SUBMISSION OF SAFETY PLANS

A copy of the District Offices and the Safety Plan and the Schools' Safety Plans and any amendments to these Plans must be submitted to the Chief Education Officer. The Chief Executive Officer will subsequently forward the plan to NEMO, the Chief Fire Officer and other agencies may deem necessary for review prior to approval. A copy of each School Safety Plan and any amendments must be submitted to the District Education Officer for immediate transmission to the schools.

## 7.2 MAINTENANCE AND INSPECTION

**The School Safety Committee should carry out the following:**

- Regular inspections of the school premises, equipment and exits.
- Use the school safety tool kit when conducting their safety inspection.
- Present a report on the result of the inspection 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.
- Through the Principal report on, and request all maintenance needs including physical, structural, electrical, air conditioning units, plumbing among others to the Ministry of Education by February 28th of each year.
- See to it that schools schedule yearly (before the new school year) inspections with the Saint Lucia Fire Service to monitor the condition of all fire suppression equipment. This would include the regular visual inspection of fire equipment, procedures and exits. Fire Officers will train or re-train staff members in the use and maintenance of fire equipment.
- A comprehensive inspection of electrical installations by inspectors from the Ministry of Infrastructure and Works annually. All urgent matters must be addressed expeditiously.
- See to it that additions and alterations to existing utilities infrastructure are approved by the Director of Works Ministry of Education and done by licensed technicians. Only electrical equipment that is properly installed and maintained should be used in the School.
- See to it that a safety audit is conducted at all schools every two years for schools ten years old or less, and annual safety audits for schools over ten years old. All urgent matters must be addressed expeditiously.

## 7.3 ROAD SAFETY

- The School Safety Committee through the Principal must make arrangements with the Ministry responsible for the Transport Division in collaboration with the Ministry of Education for pedestrian crossings and signage in the vicinity of the school as part of the school's safety zone.
- The School Safety Coordinator and Department of Education in collaboration with the Ministry responsible for the Transport Division, the Ministry of Education and the Community Police Department will make arrangements for the posting of Traffic Wardens at all school zones.
- The School Safety Committee must make arrangements for effective traffic management within the school compound.



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## 7.4 COMMUNICATION PLANS

A Communication Plan should be incorporated into the School Safety Plan. It should outline information to be communicated to staff members, students, parents/guardians, families of staff members, community members (e.g. law enforcement, other emergency service agents, public health personnel, media personnel and patrons at neighboring business places).

An effective communication plan must establish processes for both internal and external communication. **The internal communication plan** should include ways to communicate information to staff, including automatic notification systems, telephone, e-mail, text messaging, and meetings. It should provide for alternative ways to communicate if primary systems fail or are unavailable. These may include, portable 2-way radios, stationary radio equipment, and other available options. All staff members who have a leadership role in disaster management should be trained to use all communication devices that may be employed.

**The external communication plan** procedures and protocols should outline how information will be conveyed to parents/guardians and emergency responders. Examples of communication strategies include childcare center website, social media site, automatic text or e-mail messaging system, automatic phone system, and the local media (e.g., television and radio stations). It is particularly important to have several mechanisms in place for notification of parents/guardians when an emergency arises as well as a way to address rumors. These mechanisms must be tailored to address cultural differences and language barriers within the community.

## 7.5 RECORD KEEPING

- The Principal must ensure that readily accessible accident records, written or electronic, are kept for a minimum of seven years.

## 7.6 SAFETY

### 7.6.1 EMERGENCY PROCEDURES

- Schools shall follow the evacuation procedures outlined in their individual disaster/School Emergency Management Plans (procedures outlined will be updated as appropriate).
- All emergency/fire exits should be clearly marked. Each floor should have a floor plan strategically located, mapping the evacuation route.
- Emergency numbers (police, fire, NEMO) should be clearly posted in suitable locations in the school.
- The Principal is expected to designate and clearly mark appropriate assembly points on the school to be used in emergencies.
- The School must communicate the Emergency procedures to parents, Ministry Officials and other stakeholders.

# 7. POLICY ACTIONS

## 7.6.2 SCHOOL EMERGENCY OPERATIONS PLAN (SEOP)

The purpose of the SEOP is to identify and respond to incidents by outlining the responsibilities and duties of all persons associated with the school during a hazard-related incident. Developing, maintaining and exercising the plan empower staff and students in such situations to act quickly and knowledgeably. Moreover, the plan educates employees, students and other key stakeholders on their roles and responsibilities before, during and after an incident. This plan also provides parents and other members of the community with assurances that the school has established guidelines and procedures to respond to incidents and hazards in an effective way.

The basic plan outlines an organized systematic method to mitigate, prevent, prepare for, respond to and recover from emergency incidents.

**The following are the objectives of the School Emergency Operations Plan (SEO):**

- To ensure that the school has an adequate response mechanism for any identified environmental hazards facing the institution.
- To establish separate protocols for the different emergency situations that may occur.
- To ensure that any emergency incident which occurs is reported quickly and clearly to the appropriate emergency service(s) and support agencies, thereby enabling rapid response and assistance.
- To maintain high standards of welfare and duty of care arrangements for students, staff and any other person(s) who may be on the compound at the time of the incident.
- To ensure that actions and decision making during the emergency incident are properly implemented and recorded.
- To facilitate the return to normal school operations within the shortest possible period.

## 7.6.3 MEDICAL EMERGENCIES

- During the course of medical emergencies, there shall be regular visits to schools by a registered nurse of the Ministry of Health personnel.
- Parents/guardians should be notified immediately of any injuries to a child. If the school is unable to contact a parent/guardian an alternative nominated person should be contacted.
- In an emergency situation a member of staff should take the child to hospital by ambulance.
- Where a parent/guardian or other alternative nominated person is unavailable to take the student to hospital the member of staff who accompanies the child should stay with the child until the child is handed over to hospital, namely member of staff when the student is registered by the hospital and taken into the care by hospital personnel.



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## 7.6.4 REPORTING ACCIDENTS

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

## 7.6.5 SIMULATION DRILLS

- Simulation drills should be held at least twice during each academic year. Fire drills should be monitored in accordance with Saint Lucia's Fire Service Guidelines. A log book for the recording and evaluation of practice and evacuation drills should be maintained by the School Safety Committee.
- The designated assembly points should be known to all students and staff. In case of an emergency (fire or bomb threat etc.) and evacuation to the assembly points must be part of the drill.
- The Saint Lucia Fire Service, Saint Lucia Red Cross, NEMO and Royal Saint Lucia Police Force should be invited to assist in drills.

## 7.6.6 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 a disaster, specific areas critical to re-opening should be made available.
- Schools should be inspected annually to ensure their suitability for use as shelters.

## 7.6.7 SHUT / LOCK DOWN PROCEDURES

- Procedures for shut/lock down will be in accordance with the provisions of the Schools Emergency Management Plan.

## 7.6.8 SCHOOL SECURITY

- School must establish networks, comprising of the school and community stakeholders, to support school safety and security.
- Police Officers should make regular visits to schools and surrounding communities to promote security.

# 7. POLICY ACTIONS

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## 7.6.9 ENTRY AND EXIT POINTS

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

## 7.6.10 ACCESS

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

## 7.6.11 SCHOOL SECURITY PERSONNEL

- All security personnel including watchmen, should be trained by the Police in established security procedures for operating schools. Security personnel should be equipped with or have access to communication devices for use in the event of emergencies.

## 7.6.12 BURGLAR BARS

- Schools are required to submit a 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 Saint Lucia Fire Service.

## 7.6.13 SURVEILLANCE

- Schools in which Closed Circuit Televisions are installed shall follow policies and procedures governing their use. Among other issues, school ownership of all rights to recorded material, safe storage and disposal of recorded material, protection of student privacy in sensitive areas such as changing rooms and bathrooms.



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## 7.6.14 OTHER SAFETY MATTERS

### 7.6.14.1 BULLYING

The Ministry of Education recognizes the very serious nature of bullying and the negative impact it can have on the lives of pupils: The provisions in regard to bullying seek to prevent and deal with any behaviour deemed as bullying. The implementation of these provisions will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone in which to learn and work. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the School Policy and this will happen in the following ways:

- A positive school culture and climate which:
  - Is welcoming of difference and diversity and based on inclusiveness.
  - Encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
- Effective leadership
- A school-wide approach to bullying;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that:
  - Build empathy, respect and resilience in pupils; and
  - Explicitly address the issues of cyber-bullying, and identity-based bullying.
- Effective supervision and monitoring of pupils
- Support for staff;
- Consistent recording, investigation and follow up of bullying behaviour;

**To address incidents of bullying, the following should be done:**

- Assess bullying and intimidation levels at your school
- All school staff should be trained in anti-bullying measures
- Staff parent and student involvement is critical
- Clear rules and consequences should be established for persons engaging in or supporting bullying
- Increased adult supervision may be necessary – particularly in bullying hotspots around the schools
- Consistent individuals' interventions for both bullies and victims should be provided
- Public awareness and training to prevent bullying should be provided on an ongoing basis
- A school shall not tolerate any behaviour that impinges on the safety of any student.
- Each complaint of bullying should be promptly investigated.
- Victims of bullying should be assessed and referred to appropriate counselling and psychological services as needed. If the victim's mental health has been placed at risk, appropriate referrals will be made to the appropriate agencies.
- School wide programs to change school culture and encourage peer interventions in bullying students are critical. Any programmes selected at the school or at the Ministry level should indicate training and parent participation.

# 7. POLICY ACTIONS

## APPLICATION

These provisions on bullying apply to children while at school, on the way to and from school and whilst on authorized school trips.

## PROHIBITION

A student shall not bully another student nor shall a group of students bully a fellow student or students.

## PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING INCIDENTS

All staff will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

**The following step-by-step procedures will be used for reporting and responding to bullying allegations or incidents:**

- Report all bullying allegations and incidents to staff.
- Staff shall report all acts of bullying to the principal
- Staff will make sure the victim(s) feel safe.
- Appropriate advice will be given to help the victim(s).
- Staff will listen and speak to all children involved about the incident separately.
- The problem will be identified and possible solutions suggested.
- Staff will attempt to adopt a problem solving approach in dealing with students
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
- Referring the bully for counselling.
- Staff will reinforce to the bully that their behaviour is unacceptable.
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see Sanctions).
- If possible, the students will be reconciled.
- An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
- In cases of serious bullying, the incidents will be recorded by staff. All reports will be kept in a file in the school office.
- In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Bullying incidents will be discussed at staff meetings.



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## **SANCTIONS**

- Apologies to the victims verbally or in writing
- Lose privileges
- Lose playtimes (Stay with class teacher, write lines or do extra work)
- Spend playtimes and lunchtimes with an adult
- Parents will be invited to school to discuss incidents of bullying involving their children
- Referred for counselling
- Report to the principal
- Fixed period exclusions (days or weeks)
- Fixed term exclusion
- Transferred to another school

### **7.6.14.2 PSYCHO-SOCIAL ASSISTANCE**

**Psycho-social assistance shall be provided to students in the following circumstances:**

- as part of the regular preparation for disasters and the likely psycho-social impacts of adverse events.
- upon the occurrence of an adverse event to assist students and teachers in coping with the effects of an adverse event.
- where students have been directly affected by violence or have been exposed to violence or abuse.

### **7.6.14.3 SEXUAL ABUSE AND SEXUAL HARASSMENT**

Every effort should be undertaken to protect students and/or staff from sexual abuse and/or sexual harassment. All cases of sexual abuse shall be promptly reported to the Principal who shall promptly report such cases of sexual abuse and/or harassment in accordance with the protocol for the Management of Child Abuse and Neglect in Saint Lucia.

### **7.6.14.4 OUTDOOR SAFETY FOR PHYSICAL ACTIVITIES**

Principals should prepare 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 from debris and water. Separation of motor vehicles and other traffic from play area is essential for maintaining a safe environment and reducing injuries.

# 7. POLICY ACTIONS

## 7.6.14.5 EXTRA-CURRICULAR SCHOOL ACTIVITIES

- Written parental consent is required for all students participating in recognized extra-curricular activities and field trips.
- Students should receive physical/clearance from a doctor before participating in school sponsored sporting events.
- Principals are to ensure the adequate supervision of students at all times.
- All off-site activities require the written permission of the District Education Officer.
- Every trip should have a nominated Party 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.
- Trips shall be carefully planned in advance with due regard to a complete risk assessment done prior to the commencement of the trip.
- All field trips require the written consent of a parent. School children cannot travel on trips without the necessary consent form being completed.
- A first aid kit should always be carried on every trip. Whenever possible one of the accompanying staff should be qualified first aider.

## 7.6.14.6 CONSTRUCTION OF SCHOOLS

The design and construction of schools shall be in accordance with the Organization of Caribbean States (OECS) Guidelines on safety, site and learning facilities construction. All new buildings and retrofits to existing buildings should undergo an approved assessment.

## 7.7 INFORMATION AND COMMUNICATIONS TECHNOLOGY AND TRAINING

### 7.7.1 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- Guidelines for all users of school-owned ICT including computers, digital imaging, 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.
- Guidelines should be developed for cell phone use and other electronic devices on the approval of the Chief Education Officer.



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## 7.7.2 TRAINING

The Ministry of Education in conjunction with NEMO are responsible for coordinating:

- in-service training in school safety on topics including first aid, CPR, and fire safety and disaster risk reduction among other areas.
- a new teacher orientation training programme for new teachers to familiarize them with the School Safety Policy and the individual School Emergency Management Plan.
- training in road use and safety for all students and staff.

## 7.8 HEALTH MATTERS

### 7.8.1 FIRST AID

- Every school will have a cohort of first aiders comprising of teaching, administrative and support staff. A list of first aiders shall be kept in the school office, along with their training dates.
- Every school shall have and maintain a fully stocked first aid kit (s) which is easily accessible in the event of an emergency.

### 7.8.2 FOOD

- Schools shall ensure that students are served nutritious meals through its School Feeding Programme, authorized vendors and the school canteen. All food handlers must possess a valid Health Certificate endorsed by the Ministry of Health.

### 7.8.3 WATER STORAGE

- The Ministry of Education shall provide all schools with adequate water storage and supply.
- Water tanks shall be drained and cleaned on a timely basis by the School.
- The quality of water in tanks as well as harvested rain water shall be regularly tested by Water and Sewerage Authority (WASCO) or other authorised persons or entities.

### 7.8.4 GARBAGE DISPOSAL

- All schools shall provide proper, secure receptacles for collection of garbage. Schools are required to follow the established guidelines set out by the Saint Lucia Solid Waste Management Authority, for garbage collection.

# 7. POLICY ACTIONS

## 7.8.5 HAZARDOUS / DANGEROUS MATERIALS

- Proper labelling, use and handling and the identification and the proper management of hazardous materials is essential.
- Storage of such substances should be clearly labelled, locked in the laboratories/ chemical storerooms and should not be accessible to students. All authorized users of hazardous and dangerous materials must be issued with, the appropriate personal protective equipment (e.g. rubber gloves).

## 7.8.6 CHEMICAL SUBSTANCES

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

## 7.8.7 HAZARDOUS CHEMICAL SPILL

The following section contains general response guidelines to a hazardous chemical spill in the schools. In general, the most dangerous chemicals located on the premises should be locked in a secure location. When handling chemicals, be sure to follow the instructions written on the product. Never mix products together. **The following should be observed in the event of a spill:**

- Evacuate the area immediately if a hazardous chemical is spilled.
- Do not turn any electrical switches ON or OFF when exiting the room.
- Eliminate all open flames.
- Evacuate to an area upwind and uphill from the location of the spill if possible.
- The school will contact the Ministry of Health and NEMO and notify them that there has been a “hazardous materials spill.”
- The school will contact the maintenance personnel to request turning off the ventilation system to avoid further spread of the hazardous materials.
- No unauthorized person should try to contain, touch, or identify the hazardous material.
- If any child or staff has come into contact with a hazardous material, the chemical should be washed off immediately with water.

## 7.8.8 BUILDING MATERIALS

- The use of glass in buildings should be carefully managed to prevent the material from becoming a hazard, therefore hurricane resistant glass should be used.
- The use of lead-based paint and asbestos material in school buildings is prohibited.



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## 7.8.9 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 or an authorized person.

## 7.8.10 CHILDREN WITH DISABILITIES

Both children with physical disabilities including those with vision impairments should be integrated into mainstream schools as much as possible. Other students with disabilities would be catered for in Special Schools or Special Education Centers.

The Ministry of Education seeks to provide appropriate educational opportunity for all children with disabilities in Saint Lucia. **To this end the Ministry of Education seeks to:**

- ensure that all children with disabilities, have available to them education that emphasizes special education;
- assist schools to provide for the education of all children with disabilities;
- assess and ensure the effectiveness of efforts to educate children with disabilities;
- Special consideration should be given 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:

### 7.8.10.1 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.

### 7.8.10.2 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.

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.

# 7. POLICY ACTIONS

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## 7.8.10.3 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.

## 7.8.10.4 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.

## 7.8.11 OTHER MATTERS

- There shall be no burning of materials within schools premises or areas adjoining school premises.
- Pig pens and commercial chicken rearing shall not be conducted in areas adjoining school premises.
- Casinos, slot machines, places for gambling and amusement facilities shall not be located within 100 meters of any school premises.

## 7.9 SPORTS AND PHYSICAL ACTIVITIES

This section of the Policy includes requirements for the safe conduct of sport and physical activity occurring as part of a school event.

All Principals, teachers and support staff must comply with the requirements listed in this Policy, and the safety conditions outlined in this section apply whether the activity is undertaken as part of school sport, school excursions, physical education lessons or any other school event.

### 7.9.1 CHILD PROTECTION

Teachers should only use physical contact if the aim is to develop sport skills or techniques, treat or prevent an injury, or to meet the requirements of the sport.

### 7.9.2 COACHING COMPETENCY

Teachers and instructors (including external providers) who coach teams should possess the relevant competencies to safely and effectively manage the proposed activity.



### 7.9.3 EXTERNAL PROVIDERS

**Prior to engaging the services of a non-staff member, Principals must:**

- ascertain their level of expertise or experience, qualifications and training;
- ensure all child protection requirements are met.

Where an adult other than a teacher accompanies the group to provide instruction or assist with supervision, a teacher must still take overall responsibility for the supervision of students.

### 7.9.4 INFECTION CONTROL

A player who is bleeding must leave the playing arena until the bleeding has stopped and the wound is cleaned and securely covered with a waterproof dressing. All contaminated clothing and equipment must be replaced prior to the player resuming play.

Teachers and officials treating bleeding players or participants should wear disposable latex gloves. The gloves must be changed and discarded if they are torn or punctured, or after contact with a player or participant.

Officials must report all significant cuts and abrasions to medical staff or the supervising teacher at the first available opportunity.

All clothing equipment and surfaces contaminated by blood must be viewed as potentially infectious.

Students must not share personal items including towels, and drink containers.

### 7.9.5 INJURY MANAGEMENT

Well-equipped first aid kits must be readily available at all sport and physical activities conducted on school grounds and at community venues and locations.

**Teachers and coaches who coach sports and physical activities:**

- should ensure contraindicated exercises or actions are avoided during sport and physical activities;
- are required to select students for sports teams on the basis of ability and suitability according to the specific strength and physical requirements of the activity.

# 7. POLICY ACTIONS

## 7.9.6 FURTHER HEALTH CONSIDERATIONS

- Principals must ensure that appropriate permissions are obtained for students with disabilities and medical conditions prior to participating in sport and physical activity.
- Principals must adhere to any request from a medical practitioner in regard to a student's participation in sport and physical activity.
- Students with medical conditions should not be allowed to participate in sports in the absence of written permission from the parents of such children.
- Any activity involving swimming or water activities is to be accompanied by a member of staff who possesses current training in cardio-pulmonary resuscitation (CPR).

## 7.9.7 SUPERVISION

- Principals are responsible for the development and implementation of a student supervision plan for all school sport and other physical activity programme, including weekly sports, integrated sport, outdoor recreation activities, as well as any other school events.
- The plan should clearly indicate the supervision arrangements and responsibilities at the various locations and venues, including supervision of student travel to and from these venues and locations.
- Principals should assess a number of factors in determining the level and type of supervision which needs to be provided during a particular activity, including:
  - nature and location of the activity (prior inspection of the location may be required to identify potential dangers);
  - number of students involved;
  - age and maturity of students;
  - qualifications and experience of the adult supervisors, including ability to provide first aid, and
  - travel to and from the venue.
- For weekly school sport and physical activities outside the school ground, the school must:
  - inform parents or caregivers about the location, cost, mode of travel and supervision arrangements, activities to be undertaken and dismissal times;
  - obtain permission from parents or caregivers.
- Every time a student or group of students change activities (for example, if a number of different activities are undertaken over the course of a weekly school sports programme), the consent of a parent or caregiver must be sought.



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## 7.9.8 WEATHER AND PLAYING CONDITIONS

- The venue should be assessed before the activity commences to identify potential problems or dangers, including checking that the playing surface is of a standard that is fit for safe play and that it is free of obstructions and loose objects.
- Teachers should assess the dangers associated with extreme weather conditions including high heat and humidity, or during electrical storms. In such instances, the activity should be restricted, or possibly cancelled to reduce the risk of injury.
- In the event of being outdoors with a risk of lightning, teachers and support staff responsible for a group must direct students to seek shelter in:
  - Solid buildings (staying well clear of windows, doors, electrical appliances, pipes and other metal fixtures), OR
  - Hard top vehicles parked away from trees/tall objects. The group should remain sheltered for at least 30 minutes after the last sound of thunder.
  - If no shelter is available the teachers, support staff and students must avoid:
    - water and objects that conduct electricity;
    - open spaces or tall objects such as trees, power lines, poles or cellphone towers;
    - using the telephone.

## 7.10 IMPORTANT CONSIDERATIONS TO PROMOTE SCHOOL SAFETY

### 7.10.1 SCHOOL OWNERSHIP

Most incidents that threaten school safety can be attributed to student behaviour, supervision and 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 any threat before it manifests itself.

### 7.10.2 PARTNERSHIPS

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

Schools will work together with their District Offices, Ministry of Education, Police, Fire, NEMO, other agencies to strengthen the school – police – community partnership.

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, counsellors, and school volunteers. They all have the potential of fostering the positive attitude needed to establish a bond between the pupil and the school and community. But several factors also depend on contributions from the institution itself: high academic rigour and expectations, supportive learning, positive adult-student relationships and physical and emotional safety.

# 7. POLICY ACTIONS

## 7.10.3 DEVELOPMENT OF A MAINTENANCE STRATEGY AND ACTION PLAN

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

## 7.10.4 EMERGENCY PLANNING

Some schools are over-run by pests (mice, roaches etc.). A good pest control regimen will help in this regard. Perimeter fencing will also improve school safety by keeping in children and keeping out intruders of the human and non-human variety. Installing trained security guards, perimeter cameras and the like will also serve to keep intruders out, including those that come in outside of normal school hours. Exposed electrical wiring poses the potential for physical harm to both students and teachers.

## 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 teacher and administrator's own distress following a disaster. Importantly overcrowding contexts have the potential to increase student-to-student aggression, student-to-teacher aggression which will make the school environment unsafe. Safety challenges during a disaster increase due to overcrowding. Every effort should be taken to prevent overcrowding in schools.

## 7.10.6 DEVELOP A SAFETY CULTURE FOR SCHOOLS

Begin with working to understand and identify areas of risk and needs unique to the island. Schools should work to create positive school climate at all school levels. The Ministry of Education shall develop activities and events that build a safe school culture in each school. These will include:

- a. Prioritizing the use of evidence-based prevention strategies;
- b. Promoting social and emotional learning
- c. Providing regular training and support to all school personnel – including teachers, principals, support staff, and school-based law enforcement officers – on how to engage students and support positive behaviour.
- d. Regular activities to promote positive school climate. Involve students in the planning and running of these activities.



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## 8. THE GREEN APPROACH

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The Green portion of the Safe School Policy is comprised of 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 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; and
- 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 participation in the development of a Green Policy for schools;
- f. Promote the involvement of students in the development of a Green Policy for schools;
- g. Maintain energy and plumbing 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<sup>4</sup>, paper; and reduce and reuse;
- k. Build activities and projects around natural resource conservation and efficiency;
- l. Encourage students to run school projects; perhaps even promote a Green Awards for schools achieving the green vision;
- m. Apply for green certifications for school; and
- n. Monitor and evaluate activities and projects to ensure that they are contributing to the vision for green schools.

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<sup>4</sup> | See the Saint Lucia's Sectoral Adoption Strategy and Action Plan for the Water Sector (SASAP 2018-2028).

# 8. THE GREEN APPROACH

## 8.1 ENERGY EFFICIENCY AND CONSERVATION

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, and 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

### 8.1.1 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 Saint Lucia 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 Saint Lucia 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 Saint Lucia 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; and
- c) Schools, facility managers, custodians or other designated individuals in each school will work with the Ministry responsible for works to determine cooling and dehumidification control.



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## **8.2 BUILDING AN ENABLING ENVIRONMENT FOR SAFE AND GREEN SCHOOLS**

Building an enabling environment for safe and green schools requires not only legislation, plans, policies, protocols and standards, but also includes curricular improvements and others non-structural elements.

The standards as set out in Appendix 2 should be achieved over time and must be measured every three (3) years to effectuate the policy. The overarching green themes are: Sustainability Management; Natural Resources, Indoor Environment, Hazardous Chemicals and Materials, Facility and Grounds and Food Service.

# **9. CURRICULUM INTEGRATION**

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

- a.** Integration of school safety and greening throughout the school curriculum.
- b.** Curriculum should encourage sustainable use and management of resources, and integrate issues of conservation, efficiency, recycling and waste reduction.
- c.** Curriculum should also examine 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.

# 10. MONITORING, EVALUATION AND REVIEW

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The implementation of this Policy shall be monitored and evaluated by the Chief Education Officer. The Ministry of Education shall present to Cabinet an annual report on the measures taken to implement the Policy. On the fifth anniversary of the date of the Policy, the Chief Education Officer shall in consultation with the Permanent Secretary, Ministry of Education, conduct a public review of this Policy to determine its effectiveness in achieving its goals and objectives.



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# 11. REFERENCES

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<https://gadrres.net>

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<https://www.cdema.org/CDMStrategy2014-2024.pdf>

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<https://www.unisdr.org/we/campaign/wiss>

# 12. APPENDICES

## 12.1 APPENDIX 1: SCHOOL SAFETY STANDARDS

TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
<p><b>1. DISASTER PLANNING</b></p>	<p><b>1.1</b> 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><b>1.2</b> 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><b>1.3</b> 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><b>1.4</b> 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><b>1.5</b> 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**

<b>H &amp; S SECTION</b>	<b>STANDARD</b>
<b>1. DISASTER PLANNING</b>	<p><b>1.6</b> 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><b>1.7</b> 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>
<b>2. EMERGENCY PLANNING</b>	<p><b>2.1</b> School Emergency 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 Emergency plans should be submitted to all relevant authorities.</p> <p><b>2.2</b> 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><b>2.3</b> 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>

# 12. APPENDICES

## 12.1 APPENDIX 1: SCHOOL SAFETY STANDARDS

TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
<b>2. EMERGENCY PLANNING</b>	<b>2.4</b> 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.
	<b>2.5</b> 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.
	<b>2.6</b> 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.
	<b>2.7</b> Staff must be knowledgeable and competent in all measures to be taken when evacuating and returning to a building.
	<b>2.8</b> Clear and accurate guidance regarding available evacuation routes and emergency exits out of buildings should be posted in all rooms by doorways at schools.
	<b>2.9</b> 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**

<b>H &amp; S SECTION</b>	<b>STANDARD</b>
<b>3. SAFETY ADMINISTRATION</b>	<p><b>3.1</b> 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><b>3.2</b> 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><b>3.3</b> A copy of the Safety and health policy should be conspicuously posted along the school in accordance with the Labour Code.</p> <p><b>3.4</b> 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><b>3.5</b> 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><b>3.6</b> 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><b>3.7</b> 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><b>3.8</b> 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: SCHOOL SAFETY STANDARDS

TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
<b>3. SAFETY ADMINISTRATION</b>	<b>3.9</b> 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.
	<b>3.10</b> 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.
	<b>3.11</b> Suitable and rapid means of obtaining first aid help should always be available to schools, whether on or off-site.
<b>4. MEDICAL EMERGENCIES</b>	<b>4.1</b> Schools should establish and maintain, insofar as practical, programmes for the prevention and detection of allergens, such as mould and dust at schools.
	<b>4.2</b> Immediate access to a nurse or health care provider in case of emergencies should otherwise be available.
	<b>4.3</b> Schools should make arrangements for the transportation of injured staff or students to a hospital or health care facility in the event of medical emergencies.
	<b>4.4</b> Schools should post emergency numbers at visible locations next to their phones.



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**TABLE 1: SCHOOL SAFETY STANDARDS**

<b>H &amp; S SECTION</b>	<b>STANDARD</b>
<b>4. MEDICAL EMERGENCIES</b>	<p><b>4.5</b> 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><b>4.6</b> 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>
<b>5. PHYSICAL PLANT</b>	<p><b>5.1</b> The physical plants of schools must be evaluated for the presence of various hazards<sup>5</sup> 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><b>5.2</b> Schools should be earthquake safe<sup>6</sup>.</p> <p><b>5.3</b> Schools should be regularly assessed and inspected to ascertain the level of vulnerability to various hazards.</p> <p><b>5.4</b> 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><b>5.5</b> Schools to ensure that adequate fire appliances such as extinguishers are in place, assembly points and escape routes clearly marked and defined</p> <p><b>5.6</b> 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>

<sup>5</sup> School need to be assessed under the program for the presence or vulnerability to hazards.

<sup>6</sup> The protocol for becoming an earthquake safe school is available to guide administrators on how to comply.

# 12. APPENDICES

## 12.1 APPENDIX 1: SCHOOL SAFETY STANDARDS

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**

<b>H &amp; S SECTION</b>	<b>STANDARD</b>
<b>6. PHYSICAL SAFETY</b>	<p><b>6.6</b> 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 premises<sup>7</sup>. 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><b>6.7</b> 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><b>6.8</b> 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><b>6.9</b> 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>
<b>7. PROTECTION OF THE PERSON</b>	<p><b>7.1</b> 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>

<sup>7</sup> 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.

# 12. APPENDICES

## 12.1 APPENDIX 1: SCHOOL SAFETY STANDARDS

TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
<p><b>7. PROTECTION OF THE PERSON</b></p>	<p><b>7.2</b> 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><b>7.3</b> 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><b>7.4</b> Schools must conspicuously display notices in areas where protective clothing or devices are required to be worn.</p> <p><b>7.5</b> 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><b>7.6</b> 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**

<b>H &amp; S SECTION</b>	<b>STANDARD</b>
<b>7. PROTECTION OF THE PERSON</b>	<p><b>7.7</b> 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><b>7.8</b> 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><b>7.9</b> 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>
<b>8. HAZARDOUS CHEMICALS AND MATERIALS</b>	<p><b>8.1</b> Schools must make appropriate arrangements to safely store any hazardous chemicals.</p> <p><b>8.2</b> 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><b>8.3</b> 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: SCHOOL SAFETY STANDARDS

TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
<b>8. HAZARDOUS CHEMICALS AND MATERIALS</b>	<b>8.4</b> Schools must take all necessary precautions to prevent eating or the storage of food at facilities where dangerous chemicals may be used.
	<b>8.5</b> Schools must make arrangements to manage any process involving the use of, or exposure to, products containing benzene or other aromatic hydrocarbons. C <sub>6</sub> H <sub>6</sub> 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.
	<b>8.6</b> 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.
	<b>8.7</b> 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**

<b>H &amp; S SECTION</b>	<b>STANDARD</b>
<b>8. HAZARDOUS CHEMICALS AND MATERIALS</b>	<p><b>8.8</b> 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><b>8.9</b> 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><b>8.10</b> 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: GREEN STANDARDS

TABLE 2 : GREEN SECTIONS AND STANDARDS

GREEN SECTION	STANDARD
<p><b>1. MANAGEMENT STRATEGIES</b></p>	<p><b>1.1</b> 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><b>1.2</b> 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><b>1.3</b> 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><b>1.4</b> 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><b>1.5</b> 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><b>2. ENERGY USE</b></p>	<p><b>2.1</b> School should develop energy conservation plan to help reduce energy use. The plans should also include measures to guide procurement.</p> <p><b>2.2</b> 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**

<b>GREEN SECTION</b>	<b>STANDARD</b>
<b>2. ENERGY USE</b>	<b>2.3</b> 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.
<b>3. WATER USE</b>	<b>3.1</b> 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. <b>3.2</b> 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.
<b>4. SOLID WASTE GENERATION</b>	<b>4.1</b> 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.
<b>5. INDOOR AIR QUALITY</b>	<b>5.1</b> Schools must take appropriate precautions to safeguard the indoor environment of classrooms and other regularly occupied spaces. Arrangements to safely store any hazardous chemicals. <b>5.2</b> 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. <b>5.3</b> 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: GREEN STANDARDS

TABLE 2 : GREEN SECTIONS AND STANDARDS

GREEN SECTION	STANDARD
<p><b>5. INDOOR AIR QUALITY</b></p>	<p><b>5.4</b> Establish a policy that prohibits smoking in and around educational facilities.</p>
<p><b>6. HAZARDOUS CHEMICALS AND MATERIALS</b></p>	<p><b>6.1</b> 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><b>6.2</b> 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><b>6.3</b> Signage must be present to indicate where hazardous chemicals are stored.</p> <p><b>6.4</b> 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><b>6.5</b> 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><b>6.6</b> 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**

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

# 12. APPENDICES

## 12.3 APPENDIX 3: SUMMARY OF RELEVANT LEGISLATION

### Disaster Preparedness and Response Act No. 30 of 2006: Summary of relevant legislation

Section 8(2) — The National Disaster Response Plan shall include – (a) procedures related to disaster preparedness and response of public officers, Ministries and Departments of Government, statutory bodies, local government units, and persons or organizations who volunteer or are required by law to perform functions related to the mitigation of, preparedness for, response to and recovery from emergencies and disasters in Saint Lucia.

#### 1. Employees [Occupational Health and Safety] Act No. 10 of 1985

Part II Section 3 (d)— Every employer shall— provide information, training and supervision necessary to ensure the protection of his or her employees against risk of accident and injury to health arising from their employment.

#### 2. Employees [Occupational Health and Safety] Act No. 10 of 1985

Part III Section 9— Effective arrangements shall be made in every place of employment for the disposal of wastes and effluents due to the manufacturing process or any other working methods carried on therein.

#### 3. Education Act Saint Lucia No. 41 of 1999

##### *General responsibilities of principal Section 141(h), (k) and (y)*

(h) Ensure the proper maintenance and care of school property.

(k) report promptly to the Chief Education Officer, the Chief Medical Officer, and other appropriate health personnel an apparent outbreak of any contagious or infectious disease in the school, any unsanitary condition in the school building or surroundings and any other dangerous or unsafe condition in the school.

(y) Maintain good order and discipline among the students and safeguard their health and safety both when they are authorized to be on the school premises and when they are engaged in authorized school activities elsewhere.

#### 4. Health and Sanitation Act Section 114 (1) and (2)

Section (1) The Health Authorities shall require the same health and sanitary arrangements for educational institutions as are required for public schools and assisted schools.

Section (2) The Minister may, on the advice of the Chief Medical Officer, require the closure of any private educational institution or classroom at such an institution, or the exclusion of certain pupils for a specified time with a view to preventing the spread of disease or any danger to health.



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***Effects of contagious disease Section 33 (2)***

(2) Where the principal discovers or has reason to suspect the presence of a contagious disease the principal shall immediately report the same to the parents of the students concerned, the Chief Education Officer, and the Chief Medical Officer.

***Readmission of Students on production of medical certificate Section 34 (1) and (2)***

(1) A student who has been refused admission to a school on the ground that the student is suffering from or exposed to a contagious disease shall not be re-admitted except upon production of a medical certificate from a medical practitioner registered under the Registration of Medical Practitioners Act 1967, No. 13 to the effect that such student is free from such disease and is unlikely to be a source of infection to other persons in the school.

(2) The medical certificate required by subsection (1) shall be issued free of charge by any Government medical officer issuing the same.

***Temporary or permanent closing of schools Section 35(1) and (2)***

(1) The power and authority to determine the duration of the school year, the school terms and all school days in public and assisted schools is vested in the Chief Education Officer and the Minister.

(2) Where —

- (a) as a result of the total or partial destruction by hurricane, earthquake, fire, flood of all or any of the buildings used in connection with any public school or assisted school; or
- (b) as a result of the outbreak of any infectious or contagious disease; or
- (c) for any other reason, attendance at any public school or assisted school has fallen to such extent that, in the opinion of the Minister justifies the temporary or permanent closing of the institution, the Minister may, notwithstanding anything contained in this or any other enactment, direct that the school be temporarily or permanently closed, as the case may be, and the school shall, with effect from the date of the direction, be closed.

**5. Motor Vehicle and Road Traffic Act Saint Lucia No.10 of 2003**

***Functions of traffic warden Section 58***

(1) A traffic warden shall ensure compliance with the traffic control devices at or near Schools.

**6. The Computer Misuse Act Saint Lucia No. 12 of 2011**

***Unauthorized access Section (12)***

(1) A person who intentionally accesses or intercepts any programme or data without authority or permission to do so commits an offence.

***Unauthorized disclosure of information Section (18)***

(1) Except for the purposes of this Act or for any prosecution for an offence under any written law or in accordance with an order of court, a person who has access to any electronic data, record, book, register, correspondence, information, document or any other material, shall not disclose to any other person or use for any other purpose other than that for which he or she obtained access.

## 12. APPENDICES

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### 12.3 APPENDIX 3: SUMMARY OF RELEVANT LEGISLATION

#### 7. Children (Care and Adoption) Act

The Children (Care and Adoption) Act provides a broad framework for the protection of children. The Act also provides for the mandatory reporting of child abuse. There are a wide range of persons who are required to undertake mandatory reports. In the context of the education system early childhood educators, principals, teachers, school officials and school counselors have the obligation to undertake mandatory reporting of sexual abuse.

### RELATED DOCUMENTS

The following documents are related to this policy:

#### 1. Saint Lucia Civil Service Association Collective Agreement APRIL 01, 2007 TO MARCH 31, 2010

##### *Safety, Health and Medical Attention Article 34.4 and 34.5*

34.4 (a) Employees working in any unsanitary or dangerous condition shall be supplied with the necessary tools, safety equipment and protective clothing. Free medical attention or examination shall be provided for such Employees by the Employer at least twice a year.

34.5 The Employer agrees that no Employee shall be disciplined for refusal to work in an environment or to operate any equipment, which, in the opinion of the Safety, Health and Environment Committee or competent authority, is unsafe.

# 13. GLOSSARY

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<b>Abuse</b>	Means unjust or unwanted practice e.g. physical, emotional, verbal or sexual abuse including victimization or ill treatment.
<b>Bullying</b>	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 practice as well as the use of technology such as the internet, thus manifesting into what is now commonly referred to as cyber bullying.
<b>CPR</b>	Cardiopulmonary resuscitation.
<b>Educator</b>	Refers to any person who teaches, educates or trains other persons at an education institution or assists in rendering education services or education auxiliary or support services provided by or in an education department.
<b>Gambling</b>	Means 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.
<b>Gangs</b>	Are recognized groups involved in drug and weapon trafficking and money laundering within which school violence can take root and grow.
<b>Harassment</b>	Means to make repeated attacks or behave in an unpleasant or threatening way towards someone.
<b>Health</b>	The general condition of something in terms of soundness, vitality, and proper functioning.
<b>Injury</b>	Means physical harm or damage.
<b>Incidents</b>	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.
<b>Learner</b>	Any person enrolled in an education institution as defined in the Education Act.

# 13. GLOSSARY

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<b>Parent</b>	Means the parent or guardian of a learner or the person legally entitled to custody of a learner.
<b>Rape</b>	Forced unwanted sexual intercourse.
<b>Safety</b>	A place or situation where harm, damage, or loss is unlikely.
<b>School Activity</b>	Refers to any activity organized by the school as defined in the Education Act.
<b>School Safety Plan</b>	Means 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.
<b>Security</b>	Precautions taken to keep somebody or something safe from crime, attack, or danger.
<b>Sexual Harassment</b>	Sexual Harassment is any form of unwanted conduct of a sexual nature and can include physical, verbal or non-verbal behavior.
<b>Truancy</b>	Means a child who stays away from school without leave or explanation.
<b>Vandalism</b>	Means any act or omission which may result in damage or harm to property.
<b>Violence</b>	Behaviour that is intended to hurt other people physically.
<b>Weapons</b>	Means a thing designed or used or usable for inflicting bodily harm and defined as undesirable in the Education Act.
<b>Welfare</b>	Efforts to ensure that the physical and social conditions under which people operate are satisfactory.



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