CARIBBEAN
Safe School
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IMPLEMENTATION OF THE
**MODEL SAFE SCHOOL PROGRAMME
IN THE CARIBBEAN**

SAFE
SCHOOL
POLICY
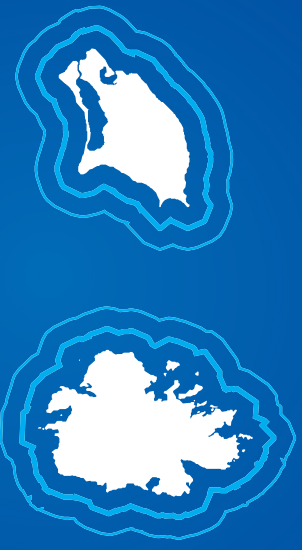
ANTIGUA AND BARBUDA

SUBMITTED BY
Environmental Solutions Limited

TO
The Caribbean Disaster Emergency Management Agency Coordinating Unit

MARCH 3, 2020

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ACKNOWLEDGEMENTS

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

ABBREVIATIONS AND ACRONYMS

CCTV	–	Closed-circuit Television
CDB	–	Caribbean Development Bank
DCA	–	Development Control Authority
EMC	–	Emergency Management Committee
GoAB	–	Government of Antigua and Barbuda
LEED	–	Leadership in Energy and Environmental Design
MoE	–	Ministry of Education
MoEST	–	Ministry of Education, Science and Technology
MSSP	–	Model Safe School Programme
NODS	–	National Office of Disaster Services
NSSC	–	National Safe School Committee
NSSP	–	National Safe School Policy
OECS	–	Organisation of Eastern Caribbean States
OESS	–	OECS Education Sector Strategy
PTA	–	Parent Teachers' Association
SSC	–	School Security Committee
SSP	–	Safe School Programme
TVET	–	Technical and Vocational Education and Training
UNESCO	–	United Nations Education and Scientific and Cultural Organization
UNICEF	–	United Nations Children's Fund
WB	–	World Bank

FOREWORD

The Safe School Policy recognizes the need for Antigua and Barbuda's educational institutions to be safe for all individuals using them and sets out to address these needs. The policy focuses on schools at all levels in the twin-island republic of Antigua and Barbuda and proposes ways to make them more resilient and sustainable. Their vulnerability to numerous natural and human-made hazards requires that schools, as centers for community engagement and shelters during times of national emergencies and disasters, are not only safe but that they are leaders in greening and sustainability efforts.

The policy, then, also includes a 'green' element, which will allow schools to become more environmentally friendly and sustainable over time, thereby reducing their contributions to climate change, environmental degradation, and resource depletion.

When fully implemented, the policy will guide our efforts to make schools in Antigua and Barbuda safer, greener, and generally more resilient. This policy has my wholehearted endorsement and should be the first point of reference for all those involved in education, school administration, school construction, and maintenance.

Honourable Daryll Matthew
Minister of Education, Sports & the Creative Industries

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EXECUTIVE SUMMARY

Schools in Antigua and Barbuda are mostly located in areas that predispose them to hazard impact. The small islands are particularly vulnerable to a range of natural hazards including hurricanes, drought, bush fires, earthquakes, tsunami, landslides, and so are their schools. Their location along the West Indies Arc convergent plate margin between the Caribbean and North American Plates makes the twin islands susceptible to earthquakes (ACP-EU PDNA, 2017). Climate change and its impacts are of growing concern for the Antigua and Barbuda government. The effects of climate change are already being felt in the small island state and, by extension, its schools. Children in Antigua and Barbuda already experience fainting and dizziness because of intense heat. Inadequate water supply frequently disrupts schools. Frequent flooding and associated mould problems are already causing health-related issues for school users, including students, teachers, and administrators. Antigua and Barbuda's propensity for droughts, storms, and hurricanes is linked to its location within a tropical marine climate zone. Its small population size, settlement patterns along the coasts, and in a few urban centers increase the opportunity for emergencies to escalate into crises.

This policy aims to create safe, secure, and 'green' educational institutions from pre-primary to the tertiary level, including private schools. It does so through the development of simple, applicable options and strategies. It governs the Ministry of Education (MOE), and the various other government ministries and agencies that will play supporting roles in its implementation in Antigua and Barbuda. Funding for safe schools is substantial and will pose significant challenge to implementation in the Antigua and Barbuda context.

The document is structured around three broad policy areas of priority focus: School Security; School Safety; and the green approach. Issues in school security focus on topics from school access and signage to surveillance. School safety encompasses a broad set of topics including the physical plant, including maintenance, overcrowding, emergency planning, and disaster risk reduction efforts health-related matters, food services, water shortage, solid waste management to building materials, tools, and implements and hazardous chemicals. The Green Approach focuses on energy and water conservation, natural resource management and sustainability.

Many of the problems facing schools in Antigua and Barbuda are considered pressing and the ones addressed in this policy should be prioritized. In addition to the pressing issues, there are emerging policy issues (e.g., vandalism and psychological matters) that, if not monitored and addressed as needed, will have serious future adverse effects on schools and their users. The recommendations below follow these broad sections.

EXECUTIVE SUMMARY

KEY STRATEGIC RECOMMENDATIONS

SCHOOL SECURITY
- School Safety Plan
- Signage
- Access and Entry Points
- Bullying

EMERGING SECURITY MATTERS
- Creating a Positive School Culture and School Student Climate

SCHOOL SAFETY
- Water
- Solid Waste Management

HEALTH MATTERS
- Safe Food Handling
- Food Service Management and Sustainability
- Hazardous Materials and Chemicals

CHILDREN WITH DISABILITIES
- Integration of Students with Disabilities into School Spaces
- Use Structural and Non-Structural Approaches

EARLY CHILDHOOD EDUCATION
- Improved Regulation of Early Childhood Facilities

PHYSICAL PLANT
- Develop a Maintenance Strategy and Master Plan for Schools

SAFETY CULTURE
- Curriculum Improvements and Other Non-Structural Elements

EMERGING POLICY ISSUES TO BE MONITORED AND ACTED ON AS APPROPRIATE
- Psychological, Social, and Behavioural Issues
- Inter-Agency Coordination

GREEN APPROACH
- Developing a formal Green Policy shows that managing environmental issues is a high priority in the twin-island state that focuses on energy efficiency and conservation, natural resources management, and focuses on the indoor and outdoor environment.

CROSS-CUTTING THEMES
- Issues of discrimination, exclusion, and marginalization because of disability, gender disparity, and language differences often contribute to disparate outcomes after disasters. The MOE should make efforts, as far as is possible through their administrators, to understand the diverse make-up and needs of student groups within schools; and, develop a plan to accommodate all students which consider the following issues.

FUNDING
- The priorities outlined in this policy will require significant investment to make schools safe, secure, and green. To ensure that schools are safe, secure, and green will require a substantial investment in education. Be creative in raising funds – perhaps an education tax, education bonds, grants. Invest in improving school infrastructure. A mix of options should be examined – Bonds, loans, grants, consumption taxes, property taxes, and so on.

1. INTRODUCTION

The entire range of educational institutions, from early childhood to the tertiary level, in the small island state of Antigua and Barbuda, are particularly vulnerable to a variety of natural hazards, including hurricanes, droughts, bush fires, earthquakes, landslides, and tsunamis. Schools are often located in areas that predispose them to hazard impact. Damage and losses to the education sector in Antigua and Barbuda as a result of Hurricane Irma in 2017 stood at around US$3 million, showing how vulnerable the sector is to hurricanes. Disaster events and emergencies including those that result from natural and man-made hazards, use of chemicals, or food handling also pose risks to the safety of individuals who use schools. Likewise, environmental quality can contribute to how effectively schools care for students and others who use schools almost daily. Climate change and its implications are of growing concern for the Antigua and Barbuda Government. The effects of climate change are already being felt in Antigua and Barbuda and, by extension, their schools. Intense heat, inadequate water supply, frequent flooding, and associated mould problems are already being experienced. Antigua and Barbuda's propensity for droughts, storms, and hurricanes are linked to their location within a tropical marine climate zone. Besides, its location along the West Indies Arc convergent plate margin between the Caribbean and North American Plates makes the twin islands susceptible to earthquakes.[1] Other characteristics such as physical isolation, small population size, settlement patterns along the coasts, and concentration in few urban centres increase the opportunity for emergencies to escalate into crises.

Growing drought problems, coupled with poor water management, challenge school operations, and continuity. Compounding this, behavioural issues, including bullying, vandalism, and fighting, add new dimensions to the contours of safety among schools from early childhood to secondary institutions. They could result in schools themselves being sites of disasters. Healthcare emergencies and fights, for instance, can quickly escalate, limiting a school's ability to protect its students, faculty, and staff and keep them safe and secure. Health-related practices in foodservice management could create health risks. Additionally, most of Antigua's population is concentrated in the city of St. Johns and its surroundings, often leading to overcrowding in schools, including Five Islands primary and Potters and Mary E. Pigott primary.[2] Barbuda's population has decreased dramatically (from around 1,600 pre-Hurricane Irma to about 100 inhabitants) since Hurricane Irma did significant damage to civil infrastructure on the island.[3] No school level was left unscathed after Hurricane Irma, and School Children from Barbuda had to be placed in schools in Antigua because of the extent of the damage in Barbuda. The schools on Barbuda did not reopen until 5 February 2018[4], five months after Irma's impact.[4] Damage to the education sector was extensive, amounting to more than US$6.36M or over EC$17 M.[5]

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1 | Antigua and Barbuda: Hurricane Irma Post-Disaster Needs Assessment and Recovery Framework.
Accessed at: *https://www.gfdrr.org/en/antigua-and-barbuda-hurricane-irma-post-disaster-needs-assessment-and-recovery-framework*
2 | Antigua and Barbuda Statistics Division (2019). Data: Education, Training, Learning.
Accessed at *https://statistics.gov.ag/data/*
3 | See Sterling and Santiago (2017). For the first time in 300 years, no one is living on Barbuda.
Accessed at: *https://www.cnn.com/2017/09/15/americas/irma-barbuda-population-trnd/index.html*
4 | IFRC (2018). Antigua and Barbuda and Saint Kitts and Nevis: Hurricane Irma (MDR49009): 12-Month Operations Update.
Accessed at *https://reliefweb.int/report/antigua-and-barbuda/antigua-and-barbuda-and-saint-kitts-and-nevis-hurricane-irma-mdr49009-12*
5 | IFRC (2017, Sept). After the Hurricane – an overview of the damage Irma and Maria left behind.
Accessed at *https://reliefweb.int/report/antigua-and-barbuda/after-hurricane-overview-damage-irma-and-maria-left-behind*

Schools, housing close to 40% population[6], are not only vulnerable because of the possible impacts of natural hazards or the effects of climate change. Environmental hazards such as dust, heat, and mould also make schools unsafe and unsustainable. Facilities operations, maintenance, and upkeep practices must also be assessed as these significantly impact on sustainability activities. As such, there is an urgent need to reduce the environmental hazard impact on the islands' education sector.

2. POLICY STATEMENT

All children regardless of physical or mental/cognitive ability have the right to an education. Irrespective of the educational level and whether they are public or private institutions, it is the duty of all those in charge of educational facilities to ensure the well-being of individuals frequenting these institutions. It is imperative that schools be properly outfitted and designed to accommodate all individuals safely. Where necessary, the Safe School Policy shall provide the context for the amendment of existing legislation to support the achievement of secure, safe and green schools across Antigua and Barbuda.[7]

Safe Schools "protect students, teachers, and other adult staff from death and injury, while simultaneously bolstering Disaster Risk Reduction and Management and overall community resilience".[8] Schools play an essential role in Antigua and Barbuda fulfilling their development and economic competitiveness agenda. Sustaining schools and making them safe spaces for all users require strong support from the government, community residents and community organizations, groups, individuals, and leaders, planners, professionals and practitioners at all levels and jurisdictions. The capacity of schools in Antigua and Barbuda to anticipate, prepare for, adapt and become more resilient to natural and man-made hazards and to secure their users is necessary to ensuring their sustainability and growth. The purpose of this National Safe School Policy is to reduce negative physical and environmental impacts on schools in Antigua and Barbuda as a national imperative.

As such, the Ministry of Education has developed this School Safety Policy to address procedures for providing a safe, healthy, supportive and quality learning environment for students, staff, and visitors at schools, in accordance with the provisions of Antigua and Barbuda's Education Act, and other relevant related legislation. The School Safety Policy is designed to ensure that all reasonable steps are taken to secure the welfare of everyone while on school premises during and outside of school hours and authorized Ministry of Education activities.

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6 See *https://www.indexmundi.com/antigua_and_barbuda/age_structure.html*
   0-14 years: 22.91% (male 11,165 / female 10,800)   15-24 years: 16.6% (male 7,924 / female 7,997)   25-54 years: 42.03% (male 18,438 / female 21,861)
   55-64 years: 10.13% (male 4,346 / female 5,370)   65 years and over: 8.32% (male 3,422 / female 4,559) (2018 est.)
7 The Caribbean Disaster Emergency Management Agency (CDEMA) (2014). Model School Safety Programme for Caribbean Schools: A Toolkit.
   Accessed at: *https://www.preventionweb.net/files/temp/55182~modelsafeschoolstoolkitpart1.pdf*
8 Lai et al. (2016). p. 108).

3. SCOPE

This policy encompasses multiple dimensions of school safety, security, and sustainability including aspects that surfaced in stakeholder consultations. The policy also addresses issues of access and participation, such as gender equity, inclusion for persons with disabilities, as well as non-native English speakers. It also addresses community involvement and building the enabling environment for school safety. The Policy provides the context for any amendment of existing legislation meant to keep students and schools safe. This Policy, along with the assessment tools will provide the framework for the development of procedures to enhance school safety in Antigua and Barbuda. Although educational institutions fall under the purview of the Ministry of Education, promoting the safety and the 'greening' of these facilities will have to involve other agencies and departments including ….

4. GOALS

The goal of this policy is to create safe, secure/protective and 'green' private and public educational institutions from the pre-primary to tertiary levels, through the development of simple, applicable and adaptable tools.

The School Safety Policy is expected to:
- Generate a greater sense of awareness among key/relevant stakeholders on issues of school safety;
- Provide guiding principles to Education Officers and Principals for developing safety plans at the zonal and school levels;
- Put in place structures to coordinate School Safety Programmes and to sustain gains made;
- Set out clearly 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 to school safety;
- Solicit community support in mobilizing resources to address school safety; and
- Develop a culture of regular drills and practice of standard operating procedures (SOPs) among schools.

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5. MODEL SAFE SCHOOL PROGRAMME (MSSP) POLICY FRAMEWORK

5.1 WHO IS GOVERNED BY THIS POLICY?

The policy governs the Ministry of Education (MoE), primary partners, and the various other ministries and agencies that will play supporting roles in the implementation of the policy as determined by the MoE and the Government of Antigua and Barbuda (GoAB).

In addition, the National Safe School Committee and its sub-committees[9] as well as the Safe School Focal Points, the Parent Teachers' Association (PTA), student groups, the Red Cross and the Disabilities Association are key allies in making schools safe, secure and green and are to be consulted and included.

5.1.1 GOVERNING FRAMEWORK

The Antigua and Barbuda Safe School Policy shall operate within an integrated governance framework led by the Safe School Council and the Ministry of Education in collaboration and coordination with other agencies, departments and groups as determined by the MoE and/or the GoAB.

5.1.1.1 SAFE SCHOOLS COUNCIL

A Safe School Council shall be established to oversee the Safe School Programme (where more feasible, an existing entity shall be given this mandate). The Safe School Council shall comprise the Permanent Secretaries of key ministries or their nominees and will determine the policies and decisions governing safe schools. The Council shall oversee the allocation of finances and resources and planning for the future needs of the Safe School Programme. Key ministries will be determined by the Ministry of Education, Science and Technology, but will include the Ministry of Works and Housing; the National Office of Disaster Services (NODS); the Ministry of Social Transformation, Human Resource Development, Youth and Gender Affairs; and the Ministry of Finance and Corporate Governance.

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[9] Sub-committees coincide with the four school zones and Barbuda.

5. MODEL SAFE SCHOOLS PROGRAMME (MSSP) POLICY FRAMEWORK

5.1.1.2 MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

The Ministry of Education Science and Technology (hereinafter referred to as the Ministry of Education) is the governing agency for the Safe School Policy. Activities under the Safe School Policy shall be coordinated by the Ministry of Education at the national, zonal and school levels.

Pursuant to this Policy, the Minister of Education or designee shall have responsibility to:

a. Adopt the Model Safe School Policy;

b. Develop an overarching Safe School Strategy which includes guidelines on school safety standards; green standards, resilience, risk management, disaster response and post-disaster recovery; environmental management; and sustainability issues;

c. Assess schools by applying the Safe Checklist and the Green Checklist;

d. Analyse results of the assessments. If a school does not achieve a score of 80%, make recommendations for addressing the deficiencies identified;

e. Use the Improvement Plan template to create a plan of action for implementing the recommendations aimed at making schools safer and greener and provide a roadmap to achieving the 80% threshold or higher;

f. Ensure that the school has an up-to-date Emergency/Disaster Risk Reduction and Management Plan and conduct regularly scheduled exercises/drills to test the Plan. The Model Emergency/Disaster Risk Reduction and Management Plan template should be used as the standard and can be customized for each school;

g. Re-inspect/re-assess school and certify as safe and/or green, if school achieves a score of 80% or above. Ideally, certification should be valid for a period of three (3) years. Safe School Assessments should be conducted every three (3) years. If a school does not achieve 80%, continue to implement the Improvement Plan until the desired goal of 80% is reached;

h. Serve as the coordinating agency for national safe school activities;

i. Work with key stakeholders to establish success indicators for safe schools;

j. Formulate guidelines and assign responsibilities to the Safe School Sub-committees;

k. Ensure adequate human and physical resources as well as the necessary funding are available in order to achieve the objectives of this policy;

l. Advise on and monitor the annual work programmes of the National Safe School Committee;

m. Chair and lend support to the National Safe School Committee, its sub-committees at the zonal level, and the School Focal Points.

5.1.1.3 MINISTRY OF WORKS AND HOUSING

The Ministry of Works and Housing is responsible for national infrastructure development in Antigua and Barbuda including school development and maintenance.

The Ministry of Works shall, as provided for in this Policy:
   a. Work with the Ministry of Education and other interested parties to design and build new schools or retrofit existing schools to meet the safe school standards and requirements;
   b. Maintain schools.

5.1.1.4 NATIONAL OFFICE OF DISASTER SERVICES (NODS)

The National Office of Disaster Services, the government agency responsible for managing emergency/disaster situations that are outside the scope of the Ministry of Education's resources/capacity, is a central stakeholder in this policy.

The NODS Director shall, pursuant to this Policy:
   a. Work with the Ministry of Education and the Ministry of Works on Safe School Programmes and activities;
   b. Integrate School Disaster Risk Reduction and Management Plans into the National Disaster Risk Reduction and Management Plan;
   c. Work with schools to develop and implement their Disaster Risk Reduction and Management Plans and activities;
   d. Promote disaster preparedness and awareness, education and training and disaster simulation and tabletop exercises for schools.

5.2 NATIONAL SCHOOL SAFETY COMMITTEE

5.2.1 NATIONAL SAFE SCHOOL COMMITTEE

At the national level, the existing National Safe School Committee (NSSC) should be formalized as an advisory council for the Safe School Programme (SSP) to offer guidance to the work of Sub-committees and School Focal Points.

The roles and responsibilities of the NSSC, pursuant to this Policy shall include:
   a. Preparing and executing annual Safe School Plans;
   b. Formulating guidelines and assigning responsibilities to the Safe School Sub-committees annually;
   c. Reviewing and evaluating safe school operations and contingency plans annually;
   d. Supporting initiatives that build a safe school culture;
   e. Regularly advising on and monitoring the annual activities and programmes of School Focal Points and National Safe School Sub-committees on school safety.

5. MODEL SAFE SCHOOLS PROGRAMME (MSSP) POLICY FRAMEWORK

The Minister of Education or his/her designee shall chair the NSSC. Committee members should include all relevant government agencies (especially the Ministry of Finance; the National Office of Disaster Services (NODS); Environment and Sustainability; the Ministry of Public Works, Utilities; the Development Control Authority (DCA); the Transport and Posts Water Services (Public Works); and the Ministry of Education, Science and Technology); search and rescue organizations such as the Police Force, the Military, and the Fire Brigade; utility companies; donor agencies; community groups and student organizations; and representatives of media organizations.

5.2.2 ZONAL LEVEL

5.2.2.1 SAFE SCHOOL SUB-COMMITTEES

For each of the six school zones and the Barbuda Administrative Division, Safe School Sub-committees shall be established. Pursuant to this policy, the Safe School Sub-committees shall undertake the following roles and responsibilities:

  a. Assist the National Safe School Committee to fulfil its Safe School mandate in schools;
  b. Develop/review a Zonal Safety Plan for schools each year;
  c. Coordinate school safety activities in zones with the NCCS and School Focal Points;
  d. Establish and maintain communication links with Safe School actors in each zone and between the Zonal and the National Safe School Committees;
  e. Work with School Focal Points to disseminate Safe School information;
  f. Work with School Focal Points to conduct awareness building and/or facilitate training exercises;
  g. Meet bi-annually to assess progress and plan for upcoming activities.

The Sub-committee will be chaired by an elected official at the zonal level (the NSSC will decide appropriate positions) or his/her designee. Other sitting members of the committee include school principals, the community nurse, education officers and senior school administrators, PTA representatives and student group representatives from each school in the various zones as well as community groups and members.

5.3 THE SCHOOL SAFETY COMMITTEES

5.3.1 SAFE SCHOOL FOCAL POINT

At the school level, the Safe School Focal Point is in charge of school safety. The Focal Point will be led by the School Safety Committee, and works with the Zonal Safe School Sub-committee to promote safe school activities. A school nurse should be a member of the School Safety Committee.

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5.3.2 FUNCTIONS OF THE SCHOOL SAFETY COMMITTEE

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 led by him/her. The School Safety Committee shall comprise, but not be limited to, the principal, a teacher, a representative from the school's PTA, a community member, community police, a member of the local disaster committee, and any other person deemed appropriate.

The Safe School Focal Point shall:

   a. Act as the Safe School point of contact and is responsible for coordinating all activities geared towards awareness, prevention and response, and school continuity;

   b. Work with administration to build a Safe School culture;

   c. Identify Safe School training needs for school personnel (teaching and non-teaching staff) to include school safety, first aid, CPR;

   d. Monitor regularly, in coordination with other agencies and stakeholders, the internal and external school environment with a view to identifying the potential dangers and take all reasonable measures to safeguard learners and staff;

   e. Ensure that all minor safety and green issues, such as the maintenance of toilets, broken windows, doors, and heat-related issues, are reported to the Ministry of Education and fixed in a reasonable manner;

   f. Implement projects and activities that involve the entire student body to promote school safety including promoting specific days to host events around hazards, health and wellness;

   g. Develop links with agencies, first responders, private organizations and community groups to promote and implement safe school activities and green projects;

   h. Ensure that each school formulates its own activities in keeping its Safe School Plan and Sub-plans.

5.4 LOCATION OF THE SAFE SCHOOL POLICY

The Policy will be housed in the Ministry of Education, Science and Technology with the Minister of Education or his/her designee, but copies will be distributed to principals and school directors across the range of educational institutions within the Antigua and Barbuda school system from early childhood and tertiary institutions.

6. NATIONAL AND INTERNATIONAL POLICY AND LEGAL FRAMEWORK

The National Safe School Policy is a set of guidelines and principles for the Ministry of Education, adopted by the Governments of Antigua and Barbuda, that promotes school safety, security and greening. The legal framework for this Policy lies in the islands' Education and Labour Acts and in laws establishing NODS. For instance, the Policy points to teachers, as users of schools having an adequate working environment that is free from abuse, molestation, and assault and battery while performing their duties; the Policy also makes mention of the availability of suitable teaching facilities. Further, policies and legislation that call for sustainable development and environmental protection facilitate the greening approach embraced by this Policy. The Policy aligns with national as well as regional education and development policies and priorities in the Organisation of Eastern Caribbean States (OECS) and considers global initiatives on Safe Schools and their associated frameworks. The relevant policies and guidelines are outlined below.

6.1 THE DISASTER MANAGEMENT ACT OF 2002

The Disaster Management Act of 2002 (No. 13) provides for the effective organization of preparedness, management, mitigation of, response to and recovery from disasters caused by natural and man-made emergencies and disasters in Antigua and Barbuda.

6.2 CHILDCARE AND PROTECTION ACT OF 2003

This Act (No. 29) provides for the establishment and functions of a Childcare and Protection Agency, the licensing of childcare facilities, the maintenance of appropriate standards in respect of their operations and for other matters relating to the safety, care and protection of children.

6.3 OTHER ENABLING LEGISLATION FOR SAFE SCHOOLS

Other laws and legislations important to the success of the Safe School Programme are listed below:

- Barbuda Land Act, 2017 (amended)
- Barbuda Local Government Act, 1976
- Childcare and Protection Act, 2003
- Crown Land Regulation, 2018 (amended)
- Disabilities and Equal Opportunities Act, 2017
- Education Act, 2008
- Environmental Protection and Management Act, 2015
- National Solid Waste Authority Act, 2005
- External Trade (Shopping Plastic Bags Prohibition) Order, 2017
- Physical Planning Act, 2003
- Public Utilities Act, 1973 (amended)
- Public Works and Road Act., year

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6.4   EXISTING STRATEGIES, PLANS AND PROGRAMMES

6.4.1   OECS EDUCATION SECTOR STRATEGY 2012 TO 2021 [10]

The OECS Education Sector Strategy (OESS) provides the framework of a regional approach to achieve better education quality in the region. The OESS is the overarching education strategy of the OECS and is mainly used by Member States to align their national strategies and plans. Its vision, "Every Learner Succeeds," promotes an approach to teaching, learning and the management of education that secures fair and equitable access to quality education and training by all citizens of the OECS.

6.4.2   NATIONAL PLAN TO REDUCE THE VULNERABILITY OF SCHOOL BUILDINGS TO NATURAL DISASTERS

Antigua and Barbuda's National Plan to Reduce the Vulnerability of School Buildings to Natural Disasters (1998) aims to examine the vulnerability of school buildings to natural hazards. Special consideration is given to school buildings because they often serve as shelters in times of disasters. The Plan focused on many of the same issues that surfaced during the stakeholder consultations and carved out for development in the Safe School Policy. It was drafted in the late 1990s and focuses on storms, droughts and seismic events.

6.4.3   SCHOOL SAFETY PLAN

The country already has an existing School Safety Plan that is influenced by the OECS education sector strategy 2012–2021. Based on this strategy, government is committed to ensuring that there is "equitable participation in education and training opportunities in a manner that maximizes the potential of all learners." However, the Plan does not specifically consider school disruptions. It is now necessary to update the existing School Safety Plan to be in full alignment with the Safe School Policy.

In addition to existing legislation, strategies, plans and programmes that align with the safe school priorities, parents and their communities expect that children will be safe. They rely on school administrators and operations – government or private organizations and individuals – to take the necessary steps to do so.

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[10]   See OECS Education Sector Strategy 2012 to 2021

7. POLICY PRINCIPLES

Fundamentally this policy's intent is to lay out a set of guidelines and propositions for action to ensure that schools in Antigua and Barbuda are able to keep persons using them, regardless of physical or mental abilities, safe and secure. Two broad categories comprise the safety approach in this policy: school security; and school safety. This policy promotes a set of guidelines for decision making that result in reasonable and realistic actions and outcomes around school safety and security. Importantly also this policy seeks to make schools sustainable spaces that maximize natural resources in building design, and conserve materials, energy, and water. The Green Policy component of the policy is central to school sustainability. To guide decision making this policy addresses high-priority issues and put policy makers on notice about emerging policy issues that could potentially negatively impact school security, safety, and sustainability if not carefully monitored.

This policy is an organic document. As such, the policy priorities discussed in this document may be amended or reprioritized as policy owners, and stakeholders deem fit based on their assessment of the issues and challenges.

7.1 BEST PRACTICES

Antigua and Barbuda's specific context defines the adoption of school safety best practices incorporated in this Policy. There are several issues emerging in the best practice literature that resonates with the need for Safe School Policy and are considered in the Policy Agenda and Action Plan.

7.1.1 COMMUNITY INVOLVEMENT

Best practices indicate that community involvement is one of the best ways to ensure sustainability of policies and programmes.

The Ministry of Education shall:
   a.   Develop a plan to get community members engaged with the Safe School Programme;
   b.   Encourage community members to act as the stewards of school facilities;
   c.   Develop activities with community members to keep school safe, secure and green;
   d.   Work with community members to share in the responsibility of protecting/securing school buildings and the properties;
   e.   Get community members on School Focal Points and Safe School Sub-committee;
   f.   Share hazard and other safe school information with community members.

7.1.2 STAKEHOLDER CONSULTATION

There is consensus among stakeholders that schools in Antigua and Barbuda are generally unsafe. These perceptions are concentrated around specific priority and emerging issues. The provisions of this Safe School Policy are intended to address and/or reflect these stakeholder input.

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7.2   SECURITY

7.2.1   SCHOOL SECURITY

Each school shall develop a School Safety Plan with procedures to secure the physical facilities, assets and school users. This process should begin with working to understand and identify areas of risk and needs unique to each school.

Develop a School Security Committee (SSC) based on the following guidelines and stipulations:
- Must include either the Principal or Deputy Principal, a representative of the day-time security team, a custodian, a Police Liaison Officer and representation from students and parents;
- Should include a representative from the Emergency Management Committee;
- Send a copy of the list of members of the School Security Committee to the Chief Education Officer within seven (7) days of the creation of the committee. One copy of this list will be kept on file in the school office and another shall be posted in clearly visible areas at the school and early childhood facilities;
- Arrange ongoing training for its members. Areas of training should include First Aid and CPR. Education Officers, early childhood stakeholders and principals for each zone will work to establish a schedule for ongoing training. Training will be done at least once per year;
- Ensure that members have knowledge of procedures, evacuation routes and safe areas;
- Ensure that public emergency response officials and parents are notified and present;
- Determine the role(s) to be played by each committee member in an emergency. The committee may elect to take command and control of the emergency. In such a situation, the committee, if different from the Emergency Management Committee (EMC), shall work with the EMC to resolve the emergency;
- Students and parents should be a part of the SSC.

The School Security Plan shall:
- a. Include a section on vandalism;
- b. Outline under what conditions visitors can access the school property. Highlight the sign-in/sign-out process that applies to visitors, parents and students alike;
- c. Outline protocols for the security of students and staff during off-campus activities;
- d. Train security guards in school security protocols including gang violence, terrorism and fights, as well as issues related to illegal substances, and dangerous weapons;
- e. Include lockdown technology and an associated protocol;
- f. Install security fencing in schools, as required, and therefore gates to keep out unwanted visitors, including animals. Keep keys in a central locked area where they are readily accessible when needed;
- g. Hold regular activities to promote positive school climate. Involve students in the planning and running of these activities;
- h. Ensure that all staff is aware of the School Safety Policy and the procedures therein and their own School Safety Plan.

Responsible Agency: MOE

7. POLICY PRINCIPLES

7.2.2 MEDICAL EMERGENCIES

Schools shall establish and maintain, in so far as is practical, a plan for medical emergencies.

The Ministry of Education shall:

a. Grant immediate access to a nurse or health care provider in case of emergencies;
b.   Make provisions through schools for the rapid transportation of injured staff or students to a hospital or health care facility in the event of medical emergencies;
c. Post emergency numbers in schools at visible locations next to their telephones;
d. Ensure, insofar as is practical, that schools contain on or off-campus medical emergencies as quickly as is possible in collaboration with the Environmental Health Department;
e. Include a community nurse as part of the Zonal Safe School Committee.

Responsible Agency: MOE with MOH

7.2.3 SIGNAGE

In general, schools lack appropriate signage to guide school users. Installing proper signage is a basic safety feature, but this could also be of tremendous help to prevent a chemical emergency or provide critical guidance during a natural or manmade disaster and could save lives when there is such an event.

The Ministry of Education shall:

a. Develop a signage strategy for schools. Include in this strategy signs that take into account potential hazardous chemical exposure as well as emergencies and disasters that result from natural and man-made hazards;
b. Check labels to ensure that they are clearly and visibly posted on any container holding benzene or other potentially hazardous chemicals;
c. Store all chemicals in appropriate storage areas and access to them should be strictly managed and or restricted;
d. Label all hazardous chemicals present on the facility grounds in a way easily understandable to the employees and students;
e. Ensure that schools adhere to specific procedures when hazardous chemicals are transferred into other containers or equipment; the contents are to be indicated in a manner which clearly stipulates their use by all persons, their identity, the substance, any hazards associated with use and contact, and any safety precautions to be observed;
f. Post clear signs for evacuation routes, assembly points, access and exit signs, bathroom facilities, main offices and administrative units, and so on;
g. Arrange with the Transport Division of the Ministry of Works, for pedestrian crossings and signage in the vicinity of schools to promote safety.

Responsible Agency: MOE

7.2.4 ACCESS

Each school should have a clearly defined plan to regulate who has access to school property, and when and how they will gain access.

The Ministry of Education shall:

a. Outline procedures for accessing school premises and these should be formulated, subject to approval by school administrators. The procedures should:

   I. Be communicated in writing to staff, parents and students;

   II. Include, but not be limited to, access outside normal school hours, students' late arrival, early dismissal, students' exit during school hours, suspension, and screening visitors (parents, Ministry personnel, the Press);

b. Draft, where possible, regulations that support the Education Act guiding access to school campuses.

Responsible Agency: MOE

7.2.4.1 ENTRY AND EXIT POINTS

Entry and exit points serve not only to allow efficient access to and exit from school properties, but to keep schools and their users safe.

The Ministry of Education shall:

a. Ensure that all schools have a secured perimeter fence with established entry and exist points clearly defined with appropriate signage;

b. Ensure that entry and exit points, not intended for routine use, are closed and secured. Keys should be easily accessible by school administrators;

c. Establish protocols for accessing school premises and these should be clearly outlined in the School Safety Plan (section 7.2.1).

Responsible Agency: MOE

7.2.5 SCHOOL SECURITY PERSONNEL

School security personnel must be able to keep schools safe.

The Ministry of Education shall:

a. Ensure that all security personnel, including watchmen, are trained by the Police or authorized agencies in established security procedures for operating schools in Antigua and Barbuda;

b. Equip security personnel, as part of the standard operating procedures, with communication devices suitable for use in the event of emergencies, or ensure that they have access to these devices.

7. POLICY PRINCIPLES

7.2.6 BURGLAR BARS

In some cases, burglar bars will be needed to protect equipment/buildings. In such cases, the following procedures are required.

The Ministry of Education shall:

a. Ensure that schools request in writing to the Chief Fire Officer, an assessment of rooms, prior to the installation of burglar bars;

b. Install burglar bars consistent with written recommendations from the Antigua and Barbuda Fire Service;

c. Determine whether burglar bars are not able only to keep people out, but also facilitate exit in the event of an emergency.

Responsible Agency: MOE Working with Fire Services

7.2.7 SURVEILLANCE

In some cases, surveillance equipment may be needed to protect schools and their property. In such cases, the following procedures are required of the Ministry of Education.

The Ministry of Education shall:

a. Ensure that schools at which closed-circuit televisions (CCTVs) are installed follow policies and procedures governing their use;

b. Stipulate that, among other issues, schools have ownership of all rights to recorded material, and shall be responsible for the safe storage and disposal of recorded material;

c. Ensure the protection of student privacy.

Responsible Agency: MOE Working with Police Services

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7.2.8 EMERGING SECURITY MATTERS

7.2.8.1 BULLYING

Bullying among students and between students and teachers is emerging as an important issue in school safety in Antigua and Barbuda. The Ministry of Education recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and teachers. It is therefore committed to the following key best practice principles.

In preventing and tackling bullying behaviour, **The Ministry of Education shall:**
    a.   Create a positive school culture and climate which is welcoming of difference and diversity and based on inclusivity;
    b.   Encourage pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
    c.   Promote a school-wide approach to address bullying behaviour;
    d.   Foster a shared understanding of what bullying is and its impact;
    e.   Implement education and prevention strategies (including awareness-raising measures) that build empathy, respect and resilience in pupils;
    f.   Explicitly address the issue of cyberbullying, and identity-based bullying;
    g.   Monitor and supervise pupils effectively;
    h.   Provide support for staff;
    i.   Record, investigate, and follow up on bullying behaviour consistently;
    j.   Monitor and assess the ongoing effectiveness of the anti-bullying policy.

The following types of bullying behaviour are included in the definition of bullying:
    a.   Deliberate exclusion, malicious gossip and other forms of relationship bullying;
    b.   Cyberbullying;
    c.   Identity-based bullying.

A student shall not intimidate, harass or bully another student and as such:
    a.   A school shall not tolerate any behaviour that impinges on the safety of any student;
    b.   Students and/or staff shall immediately report incidents of bullying to the Principal or designee staff who witnesses such acts shall take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated.

Responsible Agency: MOE Working

7. POLICY PRINCIPLES

7.3 SCHOOL SAFETY

7.4 HEALTH MATTERS

In Antigua and Barbuda, the following issues arose as priority areas for action in stakeholder consultations.

7.4.1 FOOD

7.4.1.1 FOOD HANDLING

In Antigua and Barbuda, there is the potential for foodborne illnesses and emergencies in schools. The government provides school lunches to students in primary and secondary grades. Produce is centrally procured and prepared, but there are often volunteers who come in to assist with plating the lunches. Many of the volunteers are not properly trained in food safety protocols. In addition, there are unregulated vendors who sell prepared and pre-packaged food to students with no oversight on nutrition content or safety. To ensure safe food handling, **the Ministry of Education shall support schools to:**

a. Develop a programme for regular cleaning and disinfection of all surfaces in school lunchroom facilities as well as in the Ministry's central food preparation facilities. Everything that contacts food must be cleaned regularly including equipment, tools, and utensils;

b. Design processing facilities to minimize contamination and pest infestation and breeding. Food safe, durable materials should be used;

c. Ensure that all food handlers maintain a high level of personal hygiene and each food handler must possess a valid Health Certificate endorsed by the Ministry of Health;

d. Ensure that food served in schools is in accordance with the best food practices;

e. Monitor and evaluate lunch preparation plants to ensure that they are in compliance with food handling best practices (e.g., Hazard Analysis and Critical Control (HACCP), Good Manufacturing Practice (GMP), and International Organization for Standardization (ISO) 22000 standards). These provide feedback into subsequent revisions and policy review;

f. Routinely inspect all facilities used to prepare, deliver and consume food, including school microwaves, in cases where they exist.

Responsible Agency: MOE Working with MOH

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7.4.1.2 FOOD SERVICE

The focus of food service management is the sustainability of the foods used and proper management of food waste. In Antigua and Barbuda, the government provides school lunches to students in primary and secondary grades. To ensure food safety, **the Ministry of Education, supported by the Ministry of Health, shall:**

a. Negotiate prices, when produce is centrally procured from vendors, to ensure that they are competitive;

b. Have a food management and storage system. Manage waste. Dispose of or recycle outdated stock. Apply a first-in first-out (FIFO) method of inventory and storage management system for food supplies;

c. Ensure that produce is sustainably procured. Where possible, encourage school gardens in each school as these could then supply some of the inputs needed to produce school lunches;

d. Ensure that students are served nutritious meals through School Feeding Programme;

e. Monitor and evaluate activities and projects to ensure that they are contributing to the vision for green schools. These provide feedback into subsequent revisions and policy review.

Responsible Agency: MOE Working with MOH

7.4.2 WATER SHORTAGE

Persistent drought in Antigua and Barbuda has resulted in chronic water shortage on the twin islands. This means that schools either have water trucked in or they draw water from cisterns. When schools close due to water shortage, students miss out on learning opportunities. Continued school day losses impact schools' performance indicators. **The Ministry of Education, supported by the Board of Education and the Ministry of Public Works shall:**

a. Develop national laws and institutional agreements to promote water conservation and management;

b. Build public awareness about water conservation and management;

c. Develop a drought management strategy and contingency plan before the onset of drought; include a drought response system and develop the capacity do so. This capacity shall entail effective information and early warning systems as well as effective networking and coordination from the community to national levels;

d. Outline proactive water supply and demand management measures in schools;

e. Build new cisterns and/or other supply and storage facilities. Ensure that cisterns are operable using manual pumps;

f. Safeguard water stored in cistern from pollutants and other contaminants;

g. Put a plan in place to maintain existing cisterns including stipulating the frequency of water quality tests for contaminants;

h. Introduce ongoing monitoring of water quality;

i. Implement in-school (mini) water purification systems;

j. The Ministry of Education shall incorporate these recommendations into to the Green Policy.

7.   POLICY PRINCIPLES

7.4.3 SOLID WASTE MANAGEMENT

In Antigua, but especially in Barbuda, outdoor safety has become a challenge. Hurricane Irma left a large amount of debris strewn around the island including large chunks of roofing and building materials, plants and animal remains, and garbage and other debris that have not been cleared in most of the island. Play areas in both Antigua and Barbuda are often not free of debris and stagnant water. Moreover, wild donkeys, stray dogs and rodents have infested schools in Barbuda and pose a threat to children and adults alike. Each school, supported by **the Ministry of Education/Board of Education, shall:**

a.   Put proper perimeter fencing around school property;

b.   Have a proper and appropriate pest management plan based on relevant issues for each school or zone;

c.   Have a plan for reaching medical assistance, if necessary;

d.   Predetermine when and how school outdoor activities will be cancelled should environmental conditions warrant it;

e.   Implement activities that promote cleanliness, orderliness, and safety;

f.   Monitor and evaluate activities and projects to ensure that they are contributing to the vision for a green school. These provide feedback into subsequent revisions and policy review.

Responsible Agency: MOE Working with Sanitation Department and MOH

7.4.4 HAZARDOUS/DANGEROUS MATERIALS AND CHEMICAL SUBSTANCES

Schools house a variety of hazardous chemicals – flammable, corrosive solutions, toxic items – and universal waste items which include batteries, light bulbs, non-bleach detergents and pesticides that must be managed and disposed of properly for safety and compliance purposes. The focus of safety regarding hazardous chemicals and materials in schools is on proper labelling, handling, use and storage plus the identification and proper management of hazardous building materials such as asbestos and lead.

Disposal, storage and safety best practices include: [11]

a.   Sealing items properly prior to storing any hazardous waste items. Double bagging any containers that are leaking and adding absorbents to prevent leakage;

b.   Using separate bins for each of the following categories: aerosols and flammables, toxics, corrosive acidic, corrosive alkaline (basic), oxidizers, and universal waste;

c.   Keeping incompatible hazardous waste separate and in designated bins;

d.   Labelling containers properly. Once the initial item is placed within a bin, label the container as "Hazardous Waste" and also include the accumulation start date;

e.   Conducting required frequent inspections of hazardous waste accumulation containers and storage areas;

f.   Monitoring and evaluating activities and projects to ensure that they are contributing to the vision for green schools. These provide feedback into subsequent revisions and policy review.

Responsible Agency: Public Works with MOE

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[11]   Ellis, M. (2017). Handling Hazardous Waste in Schools: Ensure proper disposal of materials lucking in science labs, custodial closets, and other hazardous hot spots. Accessed at: *https://www.cmmonline.com/articles/handling-hazardous-waste-in-schools*

7.4.5   BUILDING MATERIALS

Building materials must promote safety in schools. Each school, supported by **the Ministry of Education/Board of Education, shall:**

a.   Manage carefully the use of glass in buildings to prevent the material from becoming a hazard;
b.   Prohibit the use of lead-based paint, asbestos and other hazardous materials.

7.4.6   TOOLS, IMPLEMENTS AND EQUIPMENT

Tools, implements and equipment must promote safety in schools and adhere to the following stipulations:

a.   All such equipment shall be secured and should only be used under the supervision of a teacher;
b.   Schools shall give consideration to using tools, implements, equipment that decrease replacement costs over time;
c.   Equipment with sharp edges should be discouraged;
d.   Activities and projects should be monitored and evaluated to ensure that they are contributing to the vision for a green school. These provide feedback into subsequent revisions and policy review.

Responsible Agency: Public Works with MOE

7.5   PHYSICAL PLANT, ACCESS AND OTHER SCHOOL SAFETY CONCERNS

7.5.1   DEVELOP A MAINTENANCE STRATEGY AND MASTER PLAN FOR SCHOOLS

The impact of facilities maintenance on learning and development is immense. Poor environments can make students sick or distracted, thus inhibiting learning. An effective maintenance programme and plan is critical in Antigua and Barbuda where much of the public -school stock is old and many buildings are unsafe. In Antigua and to a lesser extent Barbuda, maintenance problems are evident. Some of the ways in which schools show wear include multiple broken windows, poor ventilation, mould issues, damaged ceilings, damaged floors, and unkempt classrooms. Classrooms are very hot to the point where students have passed out from heat exhaustion; labs are not carefully and properly maintained; chemicals are not properly stored or labelled; and gas canisters are not properly stored or located. Stylized blocks on many buildings mean that it is unsafe to use these buildings as shelters. School yards are dusty, with little grass and few dedicated play areas.

7. POLICY PRINCIPLES

The Ministry of Education, in collaboration with the Ministry of Works and Board of Education, shall:

a. Ensure development of a Maintenance Framework for school maintenance in Antigua and Barbuda;

b. Develop a national school maintenance strategy as well as a national school facilities development plan that considers the existing building stock and changing demographics urgently needed and will thus include:

    a. Creating a new Maintenance and Operations Unit in the MoE to handle school maintenance needs. Developing and formalizing a Maintenance Committee to prioritise and oversee maintenance activities. Contracting out maintenance services to external providers might be a way to reduce maintenance costs.

    b. Consideration will also be given to:

        i. Staffing the units based on population size, number and size of school facilities;

        ii. Assigning to the School Maintenance and Operations Unit the responsibility for conducting audits of grounds, buildings and other infrastructure as "status checks";

c. Designate the School Maintenance and Operations Units as responsible for the development and maintenance of the Maintenance Master Plan. The information obtained from audits can facilitate more accurate maintenance and budget planning;

d. Create a Maintenance Master Plan that stipulates frequency of audits for each facility in each school district. Emphasize preventive maintenance as a means of reducing emergency repairs and risk of harm to users of school facilities;

e. Develop a maintenance checklist using the OECS Commission Building Guidelines. Include targets and indicators for proper school maintenance, cost reduction and the reduction of adverse environmental impacts based on best practices and national, regional and international standards. Include goals on energy consumption; energy efficiency and conservation; water management; garbage disposal and recycling; dust control; and mould and heat remediation;

f. Apply best practices for the efficient administration of maintenance and operations.

Responsible Agency: Public Works with MOE

7.5.2 OVERCROWDING IN SCHOOLS IN ANTIGUA AND BARBUDA

Overcrowding in schools in Antigua and Barbuda not only has the potential to limit student performance, but also to increase both student-to-student aggression, and student-teacher aggression which will make the school environment unsafe. Safety challenges during a disaster increase due to overcrowding. For example, evacuation or sheltering-in-place in overcrowded conditions poses real risks to keeping school occupants safe. In Antigua and Barbuda, school overcrowding is not due to inadequate number schools as much as it is to parental preference in what schools their children attend.

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The Ministry of Education shall:

a. Begin by working to understand why residents are not letting their children attend the schools to which they are assigned. Take action based on these findings to build equity in resources and performance in schools;

b. Use evidence to assess and address differences in educational outcomes across Antigua and Barbuda;

c. Employ strategies to manage and limit the extent of the differences – support more equal outcomes;

d. Promote equity in educational expenditure for each school level from early childhood;

e. Closely monitor school quality; teacher competences and performance against professional standards and student outcomes;

f. Improve early childhood education as an essential foundation in education – improving access among age appropriate cohorts; and facilitating early development of cognitive, mathematical and language skills;

g. Use technology to facilitate these changes and enrich learning where possible;

h. Give consideration to future school expansion.

7.5.3 EMERGENCY PLANNING

Pre-disaster and post disaster vulnerabilities can serve to escalate emergencies into disasters and crises if not properly planned for and addressed. Existing vulnerabilities include one door per classroom which could cause chaos in evacuating classrooms, most of which are overcrowded; a similar issue applies to stairways as there is usually only one on to and off the second floors of school buildings. In addition, there is usually one gate/access and egress point. In cases where there are two gates, one is often locked, and it is difficult to locate the key or the key bearer. After the last major storms (Irma and Maria), it was a challenge to relocate those remaining in school shelters out to church halls and then into some type of housing. The problem is that there are schools in vulnerable communities that have difficulty relocating residents from schools.

The Ministry of Education shall:

a. Reconsider the use of schools as shelters;

b. Develop a comprehensive, multi-hazard school emergency/disaster risk reduction plan and resource guide for schools in Antigua and Barbuda. Include a contingency plan for each known hazard to which the country is predisposed as part of this plan;

c. Begin by working to understand and identify areas of risk and needs unique to Antigua and Barbuda schools based on region or zones. Include consultations with key stakeholders such as school administrators, students and School Focal Point as well as the School Zone Sub-committee on safe schools;

d. Consider all school users including disabled individuals and sign and foreign language speakers;

e. Require a senior school administrator to be the document's custodian. This administrator will oversee the document's revision every five years;

f. Consider, in each school's Emergency Plan, emergencies emanating from multiple situations given the school's circumstances and also include multiple sub-plans including, although not limited to the following concerns.

Responsible Agency: NODS with MOE

7. POLICY PRINCIPLES

7.5.3.1 THE DISASTER RISK REDUCTION AND MANAGEMENT PLAN

The Ministry of Education shall:

a. Develop zonal and school level disaster operations plans and share with first responders;

b. should Develop a campus disaster operation plan for each school, drafted by the principal and available to all staff members;

c. Train school crisis teams to be ready to act as first responders. Teachers should be trained on all aspects of the emergency and disaster response as well as on issues concerning potential emergencies and disasters;

d. Ensure compliance with the plan by conducting periodic formal and informal safety and security audits. All findings and recommendations should be shared with key stakeholders and priorities shall be identified by the Ministry of Education based on detailed cost considerations;

e. Ensure that security systems are available to responders. If security cameras are used to monitor activities in the name of school safety, inter-agency (all responders) access and use of security cameras are crucial in an emergency;

f. Develop a plan to guide disaster operations. Include plans and protocols on different aspects of disaster operations such as fire protocols, evacuation protocols, crisis communications, and so on;

g. Develop school emergency and disaster preparedness plans. Test and update these plans. Train school staff on emergency and disaster preparedness plans and conduct drills and exercises as this is the best way to test the school Disaster Risk Reduction and Management Plans. Working with partners who would normally respond in testing the plan is key to an effective school emergency and disaster preparedness plan;

h. Review school Disaster Risk Reduction and Management Plans and Disaster Preparedness Plans with public safety partners and disaster response and management partners. Update regularly and especially after a major event;

i. Develop means of emergency communication for classroom teachers – from multiple locations;

j. Organize regular meetings (once or twice per year) to include school administrators and crisis team members and public safety partners (Police Force, Fire Service, all emergency services, Red Cross, etc.);

k. Develop and update school emergency plans and tabletop exercises as circumstances change. Include lockdown; shelter-in-place; assembly points and shelter outside as well as evacuation to safe havens and the location of the safe havens; and emergency student release/family re-unification protocols;

l. Prioritize efforts to strengthen partnerships and collaborations with public safety officials;

m. Conduct regular drills for the hazards to which specific schools are predisposed. School Disaster Risk Reduction and Management Plans must be tested in order to be useful. Annual drills might include lockdown drills, fire drills, and other drills. Drills should mimic real life situations as closely as possible, and should not simply be done out of convenience or structured to be least disruptive to the school day. They should be done in the times and ways in which they would be experienced in a real emergency. Tabletop exercises are less expensive than full-scale drills and can provide valuable lessons for planners, school administrators, students and the school community. They allow for a work through of hypothetical scenarios to test plans on paper against real emergency situations and identify gaps and improvements needed;

n. Where schools are used as shelters, develop guidelines as to how and when shelters are opened and closed, and ensure the facilities are built to established code;

o. Revise the plan regularly.

Responsible Agency: NODS with MOE

7.5.3.2 FIRE PROTOCOLS

The Ministry of Education, in collaboration with the Fire Department shall:

   a.   Conduct a fire audit and from that develop a set of protocols;

   b.   Train school users in these protocols;

   c.   Install fire alarms and hydrants at strategic locations in schools. Test them regularly to ensure they are functional. Fire extinguishers should be properly placed guided by fire safety standards. Smoke detectors are to be placed on all floors and in kitchen areas;

   d.   Conduct fire emergency drills and exercises to include those conducted jointly with outside agencies (which allow for these agencies to know the layout of the school). These should involve all school staff, to include substitute teachers, office staff, kitchen staff, custodial staff, and the like;

   e.   Ensure that all stakeholders understand that evacuation alert means that all building occupants must leave the building and reconvene at pre-assigned locations;

   f.   Conduct a physical count of all students and staff at safe locations;

   g.   Notify parents;

   h.   Regularly revise the protocols as needs dictate, but at a minimum every five years.

Responsible Agency: Fire Services with MOE

7.5.3.3 EVACUATION PROTOCOL

The Ministry of Education, in collaboration with NODS, shall ensure that:

   a.   Each school should have a set of evacuation protocols. Teachers and students and administrators should know the protocols;

   b.   Plans should promote the inclusion of all peoples. Ensure that the protocols state how persons with disabilities (physical, aural, visual, mental) will be familiarized with the procedures;

   c.   Instructions should be in several languages, depending on the school population mix, but definitely in English and Spanish;

   d.   Plans should include named persons, positions and their roles. This means that they should be updated regularly to account for organizational changes including attrition;

   e.   Engagement of the media and social media should be promoted;

   f.   The protocols are revised regularly.

Responsible Agency: NODS , Fire Services, Police with MOE

Note:

Together, these Plans and Protocols are a resource. Create procedures regarding how to use the Disaster Risk Reduction and Management Plan. When an emergency occurs within the school, staff and students must know how to respond effectively within mere moments. Practised procedures produce effective results. This information assists elected officials, educators, planners, and builders in matters related to safe schools.

7.   POLICY PRINCIPLES

7.5.3.4   CRISIS COMMUNICATIONS PLAN

Disaster Risk Reduction and Management Plans should include a section on crisis communications. The goal of crisis communications is to ensure that emergency contact is readily available to school users when a disaster or emergencies occur. The section should include a plan for students, staff and teachers to reach each other as well as emergency first responders.

The Ministry of Education shall develop or oversee the development of a crisis communications plan that includes sections which focus on the following targets:

   a.   Create an enhanced crisis communications plan and social media strategies;
   b.   Develop a contingency plan to include traditional, less vulnerable means of communications
            (print, 2-way radio, human relay-systems);
   c.   Create and evaluate social media strategy and also include a strategy for social media posts on sites such as Twitter or Facebook, especially those most prevalent in the particular school community;
   d.   Develop an inter-agency communication system and protocols and test them. Protocols should provide easily understood information on disaster risks and protection options in all schools, but especially for early childhood centres and primary schools, and for those schools with persons with disabilities and other marginal groups;
   e.   Ensure that communication encourages and enables school users to act to reduce risks. Further, the information should be tailored to different target audiences, including native speakers of Spanish and other migrant groups, where applicable; the deaf and visually impaired; and other vulnerable groups. Cultural and social factors should also be considered. Information should allow people to act;
   f.   The Communications Plan should detail when and how to contact parents and family members.

Responsible Agency: NODS with MOE

7.5.4   CHILDREN WITH DISABILITIES

The Ministry of Education is committed to the better integration of students with disabilities into the school system in Antigua and Barbuda and to making schools, at all levels, safe spaces for students with disabilities. **The Ministry of Education, supported by the Disabilities Association and Ministry of Health shall:**

   a.   Develop a plan to integrate students with disabilities into school spaces. Use structural and non-structural approaches to do so. Schools should work to create positive school climates for students with disabilities;
   b.   Revise the Education Act to include the needs of students with disabilities;
   c.   Take into account the needs of persons with disabilities in all new school construction;
   d.   Prioritize the use of evidence-based strategies from the Antigua and Barbuda context;
   e.   Train and deploy more special educators;

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f. Promote and support collaboration among special educators, specialized instructional support personnel, general educators, and other education personnel to address the needs of students with disabilities;

g. Provide regular training and support for teachers wanting to develop expertise in special education;

h. Provide greater support for students with disabilities to facilitate participation in inclusive schools and classrooms.

Responsible Agency: MOE working with Disabilities groups

7.5.5 BETTER REGULATION OF EARLY CHILDHOOD FACILITIES

It is recommended to prescribe standards for school facilities and their operations. Currently, most of the early childhood facilities in Antigua and Barbuda are privately owned. Although the Early Childhood Unit works with these owners, much needs to be done to get facilities up to a minimum standard of safety. For instance, the types of materials (including lead) used for playthings and equipment might present a hazard to children. Environmental quality issues, including mould and general air quality, sanitation and rodent issues, health and food safety issues, have exponential negative effects on younger children.

The Ministry of Education shall:[12]

a. Develop a national standard for facilities used as Early Childcare Centres;

b. Create a plan to ensure that private early childhood facilities integrate students with disabilities in school spaces;

c. Work in collaboration with Early Childhood Centres to create positive school climate for students in their formative years (ages three months to five years);

d. Create in collaboration with the Early Childhood Unit a list of best practices that lay out:
   - Standards for safe playground and building design and construction
   - Recommended signage
   - Proper maintenance of buildings and grounds
   - Guidelines for site and equipment inspection and maintenance
   - Specifications for regular site visits to and assessment of early childhood centres.

Responsible Agency: MOE working with Disabilities groups

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12 See *https://www.ucop.edu/risk-services/_files/pubs/appendix_c.pdf*

7.   POLICY PRINCIPLES

7.5.6   DEVELOP A SAFETY CULTURE FOR SCHOOLS IN ANTIGUA AND BARBUDA

Begin with working to understand and identify areas of risk and needs unique to Antigua and Barbuda Schools. Schools should work to create a positive school climate at all school levels. The Ministry of Education working with the National Safe School Committee Zonal Sub-committee, Safe School Focal Points and the student body representatives 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 from the Antigua and Barbuda context;

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.

Responsible Agency: MOE working with student groups

7.5.7   CROSS-CUTTING THEME: EQUITY IN ACCESS AND PARTICIPATION

Issues of discrimination, exclusion and marginalization because of disability, gender disparity and language differences often contribute to disparate outcome after disasters. In addition, meaningful participation in the execution of the Safe School Policy may be constrained because of these issues. There is a growing number of students in Antigua and Barbuda who are native Spanish speakers   and also, the country's schools and education and training institutions are not accessible for persons living with disabilities. There are no rails or ramps, no wheelchair accessibility; floors are uneven; second floor classrooms are inaccessible; bathroom fixtures are often too low; and doors are too narrow to accommodate persons with physical disabilities.

These issues point to a lack of access and inclusion. They increase the vulnerability among the groups noted that will then exacerbate the impact of disasters on these groups.

The Ministry of Education shall consider the following:

a.   Make efforts, as far as is possible through their administrators, to understand the diverse make-up and needs of student groups within schools;

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b. Develop a plan to accommodate all students which considers the following issues:

- Whether there are adequate numbers of personnel, including aides and support personnel available;
- The provision of adequate staff development and technical assistance, for example, instructional methods, lesson plans and materials, and the learning environment promoted do not prohibit learning and inclusion, and team building skills). Provide regular training and support to all school personnel – including teachers, principals, support staff, and school-based security enforcement officers – on how to engage students and support positive behaviour;
- The inclusion of appropriate policies and procedures for monitoring individual student progress;
- The development of inclusion strategies for each diverse student group.

Responsible Agency: MOE

7.5.8 EMERGING POLICY ISSUES IN SCHOOL SAFETY

7.5.8.1 INTER-AGENCY COORDINATION

In Antigua and Barbuda, coordination challenges among agencies responsible for schools limit action. For instance, the Central Board of Education carries out inspection and submits a report, and they are also the regulatory authority (Child Welfare carries out similar duties for pre-school institutions); but the Board of Education and the Ministry of Works implement and monitor aspects of the recommendations of the Central Board of Education. The Ministry of Health has a duty to visit schools to track public health concerns. The design of schools is given out to contractors who usually do not seek feedback from the users of these spaces. The Bureau of Standards in Antigua and Barbuda is mandated to review school standards. Weak inter-agency coordination limits the effectiveness of the work done by the agencies; thus, gaps are missed. Even with the best plans and policies in place, poor inter-agency coordination can doom efforts.

The Ministry of Education shall:

a. Develop interagency communication protocols that facilitate shared channels such as a unified system;

b. Use multiple communication methods and devices. These range from the static public address system to mobile panic devices worn by select administrators;

c. Broadcast messaging to stakeholders in an emergency as this can aid first responders in unobstructed access to the school by informing them to stay away from an affected area;

d. Create a concise plan for safe school emergency contact; this is important and and the order in which contact is to be made must also be stated; the plan directs who is called by whom as well as who speaks with the media to ensure that each Zone speaks with one voice;

e. Ensure that regular meetings and activities are held to build and strengthen bonds between the multiple agencies involved in keeping schools safe.

Responsible Agency: MOE

7. POLICY PRINCIPLES

7.5.8.2 PSYCHOLOGICAL, SOCIAL AND BEHAVIOURAL ISSUES

Psychological, social and behavioural issues are emerging as an area of challenge for schools in Antigua and Barbuda. While it may not seem a priority issue now, it could be in several years. It is critical to develop a comprehensive School Safety Policy and Resource Guide in Antigua and Barbuda. Begin by working to understand and identify areas of risk and needs unique to schools in Antigua and Barbuda.

The Ministry of Education, in collaboration with the Ministry of Health, shall:

a. Develop a policy that addresses mental health, self-care, respect for self and others, anti-bullying, and anti-vandalism. From these policies, a psychosocial and behavioural manual should be developed for use in schools;

b. Establish a Focal Point/Person in the MoE to coordinate action of psychosocial, behavioural issues in schools;

c. Use of evidence-based prevention strategies from the Antigua and Barbuda context;

d. Ensure that nurses, and councillors are trained to deal with psychosocial, behavioural and wellbeing issues, including help for teachers and administrators;

e. Encourage social and emotional learning;

f. Ensure that school nurses, psychologists and principals are trained in the use of these manuals. Schools should work to create positive school climates at all school levels;

g. Provide regular training and supports to all school personnel – including teachers, principals, support staff, and school-based security enforcement officers – on how to engage students and support positive behaviour.

Responsible Agency: MOE

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8. THE GREEN APPROACH

The aim of the Green Policy 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. This Policy proposes the building of a green culture in Antigua and Barbuda where awareness building and training are promoted at multiple levels, in particular, among teachers and school administrators. In addition, a green philosophy should be integrated into courses where it can be easily aligned (e.g., Social Studies). Moreover, a "Green Award" could be implemented to foster interest among school populations around the topic of greening. Consideration could also be given to introducing dedicated days in the school year which would focus on recycling and minimizing the use of paper, water, and electricity; encouraging the use of LED and other energy-efficient lighting options; and reducing plastic use, and so on. A recycling programme is a simple, but effective way to start in this regard. The Ministry of Education could require schools to become Leadership in Energy and Environmental Design (LEED) certified, thus showing their commitment to the green approach.

In addition, partnerships with relevant organizations/agencies, private sector and the media in these efforts are important. Concerted efforts (including training) should be made to cultivate them as stewards of the safe school initiative. All schools in Antigua and Barbuda should be committed to sustainability and environmental management not only because of the possible impacts of climate change, but also to teach students to become good stewards of their environment. Where possible, work with students to create green spaces in schools.

Developing a formal Green Policy shows that managing environmental issues is a high priority in the twin island state. The Green Policy shall focus on the following sub-categories.

The Ministry of Education shall:
a. Build a sustainability culture in schools. This includes institutionalizing sustainability from the MoE down to schools; involving students, teachers, staff, administrators and parents in sustainability efforts; and integrating sustainability into the classroom and the curriculum;
b. Establish a baseline for sustainability management
c. Train and build awareness throughout the education system including in pre-schools
d. Track improvements through monitoring and evaluation of activities and projects to ensure that they are contributing to the vision for green schools. These provide feedback into subsequent green initiatives and policy review.
e. List the ways that MoE plans to support and/or achieve the vision;
f. Put together a statement of how schools will fulfil their green school commitment(s). For example, reduce the amount of waste produced; increase green knowledge; conserve energy, water, paper; and reduce and reuse;
g. Build activities and projects around green schools. Encourage students to run school projects; and perhaps even introduce Green Awards for schools achieving green vision;
h. Include green philosophy and the related body of knowledge into school curriculum;
i. Apply for LEED or other green certifications for schools;

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, is a good idea. It makes for greater resilience and energy sustainability, thereby meeting several objectives ⊠ cost savings, resilient energy supply for shelters, lower costs, lower carbon footprints. Other benefits of implementing an energy efficiency and conservation plan include healthier, safer schools, and improvement in the financial bottom line.

The Ministry of Education, working with the Public Works and School Focal Point shall:

    a.   Allow schools to store and use energy from those government solar panel projects housed on their schools;

    b.   Maintain existing energy systems

    c.   Encourage as best as possible the use of natural lighting to reduce energy costs

    d.   Encourage the use of LED and other energy-efficient lighting options

    e.   Ensure electrical outlets and switches are in good working order

8.2   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 Antigua and Barbuda 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 Antigua and Barbuda 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 working with the Public Works shall:

    a.   Develop a mould remediation strategy for Antigua and Barbuda schools that considers climate and other environmental factors in schools. This will be supported by mould audits to be conducted for each facility quarterly to half yearly. The information obtained from audits will also facilitate more accurate mould remediation and containment and will support more realistic budget planning by Public Works in collaboration with the MoE in order to:

        i.   Develop a mould prevention and remediation Plan;

        ii.   Review of best practices for the effective mould remediation and prevention outlined under the Mould Prevention and Remediation Plan;
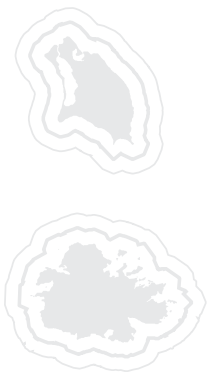
b. Develop a Humidity Control Plan for areas such as laboratories and computer rooms. Note who in schools is/are responsible for executing the plan; and stipulate the frequency of checks and guidelines based on specific environments. Find cost-effective solutions, which may include fans, technology such as a humidity control unit (HCU) to remove the moisture and the use of mould resistant paint;

c. Schools, facility managers, custodians or other designated individuals in each school will work with the Maintenance and Operations Unit in the Public Works to determine cooling and dehumidification control.

8.3 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.

9. CURRICULUM INTEGRATION

9.1 CURRICULUM DEVELOPMENT/ENHANCEMENTS

In addition to structural aspects (see school assessment tools), curriculum development should incorporate non-structural aspects of school safety and green approaches such as integration into performance measures; integration into school policies; awareness building; and knowledge creation.

The Ministry of Education shall:

   a.   Integrate school safety and greening throughout the school curriculum to be drafted in both English and Spanish;
   b.   Use the curriculum to encourage sustainable use and management of resources, and integrate issues of conservation, efficiency, recycling and waste reduction;
   c.   Employ curricular content and pedagogy to examine psychological, social and behavioural aspects of school safety such as bullying, vandalism of school property as well as food handling, healthy food choices, and exercise;
   d.   Test students on these concepts; schools should be assessed based on them.

9.2 MEDIA ROLE

Radio and print media are important partners in building a safe and green culture in schools. Connecting with students and other school users on social media will also serve to build a safety and green culture in Antigua and Barbuda.

The Ministry of Education shall:

   a.   Engage with the media and utilize social media in order to stimulate safe schools and green culture on the islands;
   b.   Consider effective ways to engage with social media to promote school safety;
   c.   Work with the media to build awareness around safe schools, and disaster resilience;
   d.   Collaborate with the media to promote strong community involvement through sustained public education campaigns and public consultations at all levels of society;
   e.   Ally with media houses to determine the best way to get relevant information to citizens in a timely manner.

9.3   FUNDING

Funding for educational infrastructure originates with monies earmarked for the Ministries of Education, in the case of public and government-assisted educational institutions. Inadequate financial and human resources undermine the effective and continuing operations of schools in Antigua and Barbuda. For instance, pervasive mould challenges often eat up a large portion of the schools' maintenance budgets leaving very little resources for other challenges. Making schools safe and green will require a substantial investment in education and will require strategic action to be taken to address these needs. In this regard, a mix of options should be examined that include grants, government funding, fees, consumption taxes, property taxes and so on. It is recommended that a portion of monies allocated to the maintenance and operations of schools and the procurement of supplies be used to support the initiatives outlined in this policy document.

Financing options should not be limited to the National Budget, but should include a variety of options specifically geared towards the funding of school safety, security and greening:

a.   National Budget allocations should weigh whether appropriations are adequate to meet the needs of the safe school policy. Changes to allocations may be necessary;

b.   Considerations should be given to allocating a percentage of the annual budget spending to the Ministry of Education for initiatives identified in the Safe and Green Assessment Tools;

c.   Possible funding sources to cover costs for specific areas of interest in creating safe and green schools are national, regional and international non-governmental organizations (NGOs), and donor partners;

d.   Private educational institutions can also consider increases in fees to accommodate the necessary changes needed to meet the safe and green standards outlined;

e.   Inputs should be facilitated and encouraged from residents and other community groups such as Parent Teachers' Associations who have the opportunity to support schools in their communities through community partnerships;

f.   Local and/or private sector support to school administrators in their work on school safety and greening should be promoted;

g.   A mechanism should be developed to ensure compliance with donor requirements and ensure accountability.

The appropriate funding level is influenced by the number and size (floor area) of buildings in each school, the age of those facilities, and local environment. In addition, local labour costs and collective bargaining agreements impact staff salaries, and the cost of materials and supplies, as well as utility costs in each area.[13]

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13   Hanover Research. (2015, July). Best Practices for School Zone Facilities and Maintenance.
Accessed at: *https://www.gssaweb.org/wp-content/uploads/2015/11/Best-Practices-for-School-Zone-Facilities-and-Maintenance.pdf*

9. CURRICULUM INTEGRATION

9.4   COMPLIANCE

As far as is possible, a safety and green certification process will be undertaken. This process should be led by inspectors from various government departments as well as private contractors who will assess compliance with safety and green standards. The certification process will evaluate the level of implementation of the standards and ultimately the Policy.

The Ministry of Education shall:

a.   Conduct an independent audit process to assess the level of safety and greening in schools. A baseline evaluation is required to establish the degree to which schools are in compliance with the standards;

b.   Determine through the assessments the areas that need attention as well as the areas where retrofits, resources, efforts and upgrades should be directed;

c.   Weigh and score the safety and green checklists. There are several critical standards throughout the checklists that must be met in order for a school to be certified as safe and/or green;

d.   Weigh critical standards more heavily. If any of those critical standards are not met, the school cannot be certified. A total of 80% is needed for a school to be certified;

e.   Schools should attain 80% on both the safe and green assessments to be considered in compliance;

f.   Assessment tools in the form of checklists should accompany this Policy and its standards.[14]

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14   See the Caribbean Disaster Emergency Management Agency (CDEMA). (2014). Model School Safety Programme for Caribbean Schools: A Toolkit, pp. 6-24. Accessed at: *https://www.preventionweb.net/files/temp/55182~modelsafeschoolstoolkitpart1.pdf*

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10.   MONITORING AND REVIEW

This Policy proposes a multi-level approach to monitoring and evaluation of the Safe School Policy. Monitoring shall take place yearly tracking indicators developed for school safety, security and greening.

The Minister of Education shall ensure that:

a.   Indicators for school safety, security and greening are developed including considerations for green initiatives, Spanish language speakers, persons with disabilities, and gender inclusion;

b.   Adequate quantitative and qualitative data are collected using the indicators developed. This data should be made available to relevant stakeholders and decision makers;

c.   Regular meetings are scheduled to discuss school safety, security and greening. The NSSC chairs these meetings and renders advice on school safety, security and greening;

d.   General sub-committee meetings with representatives from all four school zones for primary plus the secondary schools (Private schools should also attend) are supported. Meetings will be held at least once per term to discuss general issues related to school safety and ideas shared on what is and is not working. During these meetings, progress related to policy priorities should be discussed as relevant. Minutes from this meeting will be kept and shared with the senior leadership in the Ministry of Education and, where relevant, the National Safe School Committee. The chair of this committee is chosen on a rotation basis.

10.1   REVISING THE POLICY

This Policy shall be revised every five years considering indicators developed for safe, secure and green schools.

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12. APPENDICES

12.1 APPENDIX 1

TABLE 1: SCHOOL SAFETY STANDARDS	
H & S SECTION	**STANDARD**
1. DISASTER RISK REDUCTION AND MANAGEMENT PLANNING	**1.1** School 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.
	1.2 All school staff should be involved in the overall response, pre-, during and post-hazard event with clear roles and responsibilities assigned to facilitate the response.
	1.3 Protocols referring to the relocation/transport of persons to designated "Safe Areas" in the community in the event of a disaster should be in place. Arrangements must also take into account persons with any special needs. Designated areas should be secured, and protocols must also address their management before and during emergencies.
	1.4 School 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.
	1.5 Resource allocation to address the occurrence of a hazard event should be guided and founded on previously observed costs and should guide future The Ministry of Education shall: associated with the implementation of safety matters at School.

TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD	
1. DISASTER RISK REDUCTION AND MANAGEMENT PLANNING	**1.6**	School personnel should be trained to address various elements of preparedness and response. In particular, training in areas such as fire suppression, basic life support, crisis intervention stress management (CISM), and others should form part of the basis of annual and regular training programmes which will enhance and strengthen the School' ability to effectuate the policy and its standards.
	1.7	School 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.
2. EMERGENCY PLANNING	**2.1**	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 School' 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.
	2.2	School 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.
	2.3	School 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.

12. APPENDICES

12.1 APPENDIX 1

TABLE 1: SCHOOL SAFETY STANDARDS	
H & S SECTION	**STANDARD**
2. EMERGENCY PLANNING	**2.4** Emergency equipment must be regularly inventoried, maintained and tested and should appropriately address the needs of individuals found at an educational facility. There should be sufficient numbers of fire extinguishers, first aid kits, smoke detectors and other relevant equipment to address various types of emergencies which may arise. Inventories of emergency equipment should be regularly updated.
	2.5 Up-to-date student health records should be maintained with individuals assigned to that role. The rights of privacy over sensitive medical information should be respected at all times, whilst balancing the need to address any medical emergency at a school.
	2.6 Students should be taught how to behave and respond in the event of an emergency. A culture of appropriate emergency preparedness and response should always be fostered and supported.
	2.7 Staff must be knowledgeable and competent in all measures to be taken when evacuating and returning to a building.
	2.8 Clear and accurate guidance regarding available evacuation routes and emergency exits out of buildings should be posted in all rooms by doorways at School.
	2.9 Safe locations for each type of emergency should be determined. Designated rooms which may be used for shelter in the event of an emergency should be available complemented with first aid supplies and other required resources.

TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
3. SAFETY ADMINISTRATION	**3.1** A Safety Officer should be appointed/designated at all School 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.
	3.2 School, in consultation with the staff should prepare a written statement of the general policy with respect to the safety and health of the employees.
	3.3 A copy of the Safety and health policy should be conspicuously posted along the school in accordance with the Labour Code.
	3.4 Notices to the Labour Department stating the types of hazardous chemicals, physical agents, and the hazardous biological agents present at your institution should be filed in accordance with the Labour Code.
	3.5 School 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.
	3.6 School 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.
	3.7 School must properly document and record within registers any The Ministry of Education shall: taken to address safety matters and such must be maintained in accordance with the Labour Code.
	3.8 School should have a functioning joint workplace safety and health committee, or a representative elected from the employees in accordance with the Labour Code.

12. APPENDICES

12.1 APPENDIX 1

TABLE 1: SCHOOL SAFETY STANDARDS	
H & S SECTION	**STANDARD**
3. SAFETY ADMINISTRATION	**3.9** School 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 wilfully interfering with, misusing or damaging by any means, appliance, convenience or other thing; not wilfully and without reasonable cause doing anything likely to endanger himself or herself or others.
	3.10 School must make reasonable provisions to monitor staff and students and prevent their entry, or to remain at on the premises when under the influence of alcohol, addictive drugs or any other substance which may adversely affect the safety of any individual.
	3.11 Suitable and rapid means of obtaining first aid help should always be available to School, whether on or off-site.
4. MEDICAL EMERGENCIES	**4.1** School should establish and maintain, insofar as practical, programmes for the prevention and detection of allergens, such as mould and dust at School.
	4.2 Immediate access to a nurse or health care provider in case of emergencies should otherwise be available.
	4.3 School should make provisions for the rapid transportation of injured staff or students to a hospital or health care facility in the event of medical emergencies.
	4.4 School should post emergency numbers at visible locations next to their phones.

TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
4. MEDICAL EMERGENCIES	**4.5** Insofar as practical, School 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.
	4.6 On-campus food facilities must be organized, sufficiently equipped and clean. The area should be properly ventilated and fire suppression equipment must be located in proximity.
5. PHYSICAL PLANT	**5.1** The physical plants of School must be evaluated for the presence of various hazards[15] and insofar as practical address those through design changes, retrofitting or the construction of buildings that are fit for purpose amongst other approaches. School should be assessed in particular for structural integrity and soundness to minimize exposure of persons to risks.
	5.2 School should be earthquake safe[16].
	5.3 School should be regularly assessed and inspected to ascertain the level of vulnerability to various hazards.
	5.4 School 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.
	5.5 School to ensure that adequate fire appliances such as extinguishers are in place, assembly points and escape routes clearly marked and defined
	5.6 Older facilities must be inspected for the presence of asbestos or lead paints and if found, sound principles of containment and removal must be exercised in order to eliminate the possibility of accidental release of any into the environment.

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

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12. APPENDICES

12.1 APPENDIX 1

TABLE 1: SCHOOL SAFETY STANDARDS	
H & S SECTION	**STANDARD**
6. PHYSICAL SAFETY	**6.1** On-campus security arrangements, whether contracted or public must be actively involved in the management of emergencies and disasters. Clear reporting lines, roles and responsibilities in the event of a security issue, emergency or disaster must be in place and articulated in school Disaster Management/Contingency Plan.
	6.2 All visitors to a school must be required to sign in, or issued passes while on school grounds and screened, if relevant.
	6.3 Strategies to mitigate the escalation of a violent event should be explored and where relevant, internal and external resources should be allocated to reduce the risk of the occurrence of violence at School. 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 School 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 School 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.

TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD	
6. PHYSICAL SAFETY	**6.6**	School 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[17]. 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.
	6.7	School 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.
	6.8	School should have bathroom facilities and showers that are gender-specific and that can be secured when facility is used as an emergency shelter.
	6.9	On-campus security arrangements, whether contracted or public must be actively involved in the management of emergencies and disasters. Clear reporting lines, roles and responsibilities in the event of a security issue, emergency or disaster must be in place and articulated in school Disaster Management/Contingency Plan.
7. PROTECTION OF THE PERSON	**7.1**	Where individuals may be exposed to potentially hazardous chemicals or materials, heat or steam, School 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.

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17 This may be implemented through the establishment of a training programme 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

TABLE 1: SCHOOL SAFETY STANDARDS	
H & S SECTION	**STANDARD**
7. PROTECTION OF THE PERSON	**7.2** School 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. **7.3** School 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. **7.4** School must conspicuously display notices in areas where protective clothing or devices are required to be worn. **7.5** Where a member of staff or a student may be required manually to lift, carry or move anything above a specified maximum weight, School must, as far as practicable, make arrangements to protect said person from injury. **7.6** School 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.

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TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
7. PROTECTION OF THE PERSON	**7.7** School 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.
	7.8 School 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.
	7.9 School 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.
8. HAZARDOUS CHEMICALS AND MATERIALS	**8.1** School must make appropriate arrangements to safely store any hazardous chemicals.
	8.2 School 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.
	8.3 School 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.

12. APPENDICES

12.1 APPENDIX 1

TABLE 1: SCHOOL SAFETY STANDARDS	
H & S SECTION	**STANDARD**
8. HAZARDOUS CHEMICALS AND MATERIALS	**8.4** School must take all necessary precautions to prevent eating or the storage of food at facilities where dangerous chemicals may be used.
	8.5 School must make arrangements to manage any process involving the use of, or exposure to, products containing benzene or other aromatic hydrocarbons. C_6H_6 itself or any product the benzene content of which exceeds one percent by volume and insofar as practicable should find harmless or less harmful substitutes which may be used if they are available. An Enclosed System or where an enclosed system is not practicable, within equipment with effective means to ensure the removal of benzene fumes to the extent necessary for the protection of the health of staff and students must be in place.
	8.6 Appropriate danger signage must clearly and visibly be posted on any container holding benzene or other potentially hazardous chemicals. All hazardous chemicals present on the facility grounds are labelled in a way easily understandable to the employees and students. School must ensure that when hazardous chemicals are transferred into other containers or equipment, the contents are indicated in a manner which will make known to employees, their identity, any hazards associated with their use, and any safety precautions to be observed.
	8.7 Appropriate instructions about safeguarding health and preventing accidents, as well as about action to be taken if there is any evidence of benzene or other types of poisoning should be provided.

TABLE 1: SCHOOL SAFETY STANDARDS

H & S SECTION	STANDARD
8. HAZARDOUS CHEMICALS AND MATERIALS	**8.8** School 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. **8.9** Information must be provided on the handling and disposal of hazardous chemicals which are no longer required and containers which have been emptied but which may contain residues of hazardous chemicals, so that the risk to safety and health and to the environment is eliminated or minimized. The school must also ensure that a hazardous chemical is not used, handled or stored unless the prescribed requirements concerning identification, chemical safety data sheets and worker instruction and training of the use of the chemicals are met. Hazardous chemicals should not be used, handled or stored unless the prescribed requirements concerning identification, chemical safety data sheets and worker instruction and training of the use of the chemicals are met. Employees must have access to information of any unexpired chemical safety data sheet regarding hazardous chemicals at the workplace. **8.10** School 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.

12. APPENDICES

12.2 APPENDIX 2

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

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TABLE 2 : GREEN SECTIONS AND STANDARDS

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

12. APPENDICES

12.2 APPENDIX 2

TABLE 2 : GREEN SECTIONS AND STANDARDS	
GREEN SECTION	**STANDARD**
5. INDOOR AIR QUALITY	**5.4** Establish a policy that prohibits smoking in and around educational facilities.
6. HAZARDOUS CHEMICALS AND MATERIALS	**6.1** School 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.
	6.2 School 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.
	6.3 Signage must be present to indicate where hazardous chemicals are stored.
	6.4 Eliminate or closely control materials, adhesives, coatings, furnishings that contain Persistent Bio accumulative and Toxic chemicals (PBTs), Volatile Organic Compounds (VOCs), Semi-volatile Organic Compounds (SVOCs), Aromatic Hydrocarbons, Halogenated Fire Retardants (HFR), heavy metals, phthalates, perfluorochemicals (PFCs) and other chemicals that can pose harm to staff, students and visitors.
	6.5 School 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.
	6.6 Older facilities must be inspected for the presence of asbestos or lead paints and if found, sound principles of containment and removal must be exercised in order to eliminate the possibility of accidental release of any into the environment.

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TABLE 2 : GREEN SECTIONS AND STANDARDS

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

13. GLOSSARY

Abuse	Means unjust or unwanted practice, e.g., physical, emotional, verbal or sexual abuse including victimization or ill treatment.
Adverse event	A natural or man-made event that causes intense negative impacts on people, goods and services, and/or the environment.
At school	A learner (pupil or student) is said to be at school if he attends a school event in school or beyond the school's walls or is on his way to and from school.
Bullying	Refers to any written or other visual communication, verbal communication, or physical act, gesture or omission engaged in to create a threat likely to result in an undesirable consequence. Bullying includes initiation practices as well as the use of technology such as the Internet, thus manifesting into what is now commonly referred to as cyber bullying.
Crisis	An event, or perceived event, that has the potential to cause harm to a school or any of its constituents, e.g., fire, death or serious injury.
Educator	Refers to any person who teaches, educates or trains other persons at an educational institution or assists in rendering educational services or educational auxiliary or support services provided by or in a department of education.
Gambling	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.
Gangs	Are recognized groups involved in drug and weapon trafficking and money laundering within which school violence can take root and grow.
Harassment	Means to make repeated attacks or behave in an unpleasant or threatening way towards someone.
Hazard	The potential occurrence of a natural or human-induced physical event or trend that may cause loss of life, injury, or other health impacts, as well as damage and loss to property, infrastructure, livelihoods, service provision, ecosystems and environmental resources.[18]
Health	The general condition of an individual or object in terms of soundness, vitality, and proper functioning.
Injury	Means physical harm or damage.

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[18] See *https://archive.ipcc.ch/pdf/special-reports/srex/SREX-Annex_Glossary.pdf*

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Incident	Any event which is not a part of the standard operation of service and which causes or may cause an interruption to, or a reduction in, the quality of that service.
Inclusive	Including or encompassing all groups of stakeholders.
LEED	Leadership in Energy and Environmental Design is an internationally recognized green building certification system, providing third-party verification that a building or community was designed and built using strategies aimed at improving performance across all the most critical metrics: energy savings, water efficiency, reduction in CO_2 emissions, improved indoor environmental quality, and so on.[19]
Learner	Any person enrolled in an educational institution as defined in the Education Act.
Mitigation	A set of actions aimed at reducing the impact and effects of an event.
Parent	Means the parent or guardian of a learner or the person or entity legally entitled to custody of a learner.
Preparedness	The knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions. While many of the activities included under preparedness are carried out before a disaster, their conduction allows those who have to respond to do it in a more timely and effective way, leading to reduced damages and losses.
Prevention	Actions aimed at eliminating risk by preventing the event from occurring or preventing damage by avoiding or limiting the subject's exposure to the hazard.
Rape	Forced, unwanted sexual intercourse.
Reconstruction	The medium- and long-term repair of physical, social, and economic damage and the return of affected structures to a condition equal to, or better than before an adverse event. Both rehabilitation and reconstruction are dimensions of "recovery".
Rehabilitation	The restoration of basic services and the beginning of the repair of physical, social, and economic change.
Resilience	The capacity of a system, community or society potentially exposed to hazards to adapt, by resisting or changing in order to reach and maintain an acceptable level of functioning and structure. Disaster resilience is determined by the degree to which individuals, communities and public and private organisations are capable of organising themselves to learn from past disasters and reduce their risks to future ones, at international, regional, national and local levels (UNISDR, 2005).

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[19] See *http://www.bu.edu/sustainability/what-were-doing/green-buildings/leed/*

13. GLOSSARY

Resilience Education	Disaster resilience education (DRE) is teaching and learning about natural hazards in the local environment and ways to keep communities safe from harm before, during and after an emergency or disaster.
Risk	The probability of exceeding a specific level of damage (social, environmental, and/or economic) over a predetermined period of time.
Safety	A place or situation where harm, damage, or loss is unlikely.
School Activity	Refers to any activity organized by the school as defined in the Education Act.
School Safety Plan	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.
Security	Precautions taken to keep somebody or something safe from crime, attack, or danger.
Sexual Harassment	Sexual Harassment is any form of unwanted conduct of a sexual nature and can include physical, verbal or non-verbal behaviour.
Truancy	Means a child who stays away from school without leave or explanation.
Vandalism	Means any act or omission which may result in damage or harm to property.
Violence	Behaviour that is intended to hurt other people physically.
Vulnerability	The extent to which a community, structure, service, or geographic area is likely to be damaged or disrupted by a hazard/an external threat, because of its nature, construction, and proximity to hazardous terrain or a disaster-prone area.
Weapons	Means a thing designed or used for inflicting bodily harm and defined as undesirable in the Education Act.
Welfare	Efforts to ensure that the physical and social conditions under which people operate are satisfactory.

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