REPUBLIC OF KENYA
MINISTRY OF EDUCATION

KENYA EDUCATION
MANAGEMENT INSTITUTE

UNIT 3 SAFE AND PROTECTIVE SCHOOL

Introduction

- Welcome to unit 3 on Safe and Protective Schools.

- In this unit , you will learn about safe and protective schools—what they are, benefits of a safe and protective school, barriers to child safety and protection, and the legal framework for safe and protective schools,

- We shall also look at components of safe and protective schools and skills for enhancing safe and protective schools.

Expected learning outcomes

Upon completion of this unit you will be able to:

a) Define safe and protective schools
b) Explain the benefits of a safe and protective school
c) Discuss the barriers to child safety and protection
d) State the legal framework for safe and protective schools,
e) Discuss the components of safe and protective schools
f) Apply the skills required for enhancing safe and protective schools.

What are safe and protective schools?

- **Safe school:** This is an institution which minimizes or eliminates risky conditions or threats that may cause accidents, bodily injury as well as emotional and psychological distress.

- **Protective school:** This is a school that provides the learners with the opportunity to achieve their full potential while reducing risk factors such as drug abuse, dropping out of school, violence, discipline problems etc.

Benefits of a safe and protective school

It is important for you to understand the benefits of safe and protective schools. These include:-

a)   Increase in school attendance and reduction in truancy; regular school attendance is interrupted when learners or their family members fear violence or abuse on their way to, from or in school.

b)   Enhancing of school retention and completion; when learners are safe and protected in school, they can pursue their education to completion.

c)   Promotion of equity by enhancing access as more learners can share the resources equitably including those from marginalized areas.

d)   Increase in the learning capacity of pupils.

e)   Enhancing the confidence of parents and communities in having more learners in school.

f)   Strengthening of the capacity of Education Ministries and collaborating partners to implement education programmes effectively.

Barriers to child safety and protection

- Unfortunately there are many barriers to child safety and protection.
- These include:-

- Inadequate knowledge by teachers and care givers on child protection;
- Weak guidelines and policy implementation;
- Negative cultural attitudes amongst communities supporting such harmful cultural practices as Female Genital mutilation (FGM) and early marriage;
- Lack of community support in cases of drug and child abuse;
- Breakdown of traditional protection mechanisms by families and communities especially during conflicts;
- Easy access to ICT to learners;
- Inadequate funding of school safety programs;
- Lack of focus on disaster preparedness in schools and communities.

Legal framework for safe and protective schools

(a). The Convention on the Rights of the Child (CRC) spells out the

- obligations of governments to facilitate children's right to learn in a safe and secure environment, whether a conventional school or a designated learning space in an emergency. The CRC specifically calls on all States Parties to take appropriate measures to ensure protection of children from all forms of violence, injury, abuse and neglect, to ensure that school discipline is administered in a manner consistent with the dignity of the child and to ensure children's right to the best possible health care. The following are the specific articles of the Convention on the Rights of the Child (CRC) that promote Children's rights to healthy, safe and protective environments:

- **Article 2:** Education must be provided without discrimination on any grounds.

- **Article 19:** States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. Protective measures should include prevention and identification, reporting, referral, investigation. treatment and follow-up of instances of child maltreatment.

- **Article 24:** States Parties recognize the rights of children to the enjoyment of the highest attainable standard of health and agree to take appropriate measures to ensure the provision of necessary medical assistance and health care to all children, to combat- disease and malnutrition, to provide adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution, to ensure that parents and children are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, hygiene and environmental sanitation and the prevention of accidents.

- **Article 28:** States Parties are obliged to take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity.

- **Article 29:** States Parties agree that the education of the child shall be directed to:

a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; .

c) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

d) The development of respect for the natural environment.

- **Article 37:** States Parties shall ensure that children are not subjected to torture or other cruel, inhuman or degrading treatment or punishment.

Education For All (EFA):

- The 1990 World Declaration on Education for All clearly states that basic learning needs comprise not only essential tools such as literacy and numeracy, but also the knowledge, skills, attitudes and values required to live and work in dignity and to participate in development.

- It further states that the satisfaction of those needs implies a responsibility to promote social justice, acceptance of differences, and peace (Inter-Agency Commission, WCEFA, 1990).

- As an underlying principle of quality basic education the promotion of peace and peace education are thus essential components of the CFS initiative.

Basic Education Act (2013):

- It includes the principle of Child protection:
- Protection of every child against discrimination within or by an education department or education institution on any ground whatsoever; protection of the right of every child in a public school promoting the respect for the right of the child's opinion in matters that affect the child.

Kenya Vision 2030:

- Under the political pillar of Kenya's Vision 2030, the Government has stipulated strategies of security, peace-building and conflict management.
- They include:
a. Promoting processes for national and inter-community dialogue in order to build harmony among ethnic, racial and other interest groups;
b. Promoting peace building and reconciliation to improve conflict management and ensure sustained peace within the country;
c. Inculcating a culture of respect for sanctity of human life that does not resort to use of violence as an instrument of resolving personal and community disputes.

Components of a safe and protective learning environment

i.   Safety and protection-related policies

ii.   Safe physical school environment

iii.   Psychosocially supportive School environment

Safe and protective schools

School health, safety, and protection-related policies

- Creating school safety policies is the first step towards successful transformation of a school into a safe zone.

- School safety policies state the actions that schools should take to improve the overall safety and protection of ALL learners, especially those of diverse backgrounds and abilities.

- Policies that address the needs of ALL learners and not just of learners from diverse backgrounds and abilities are likely to gain more support and be most successful.

- Creating policies for separate categories of learners is also likely to be time consuming, expensive and to generate conflict amongst stakeholders.

- Enactment of school safety policies requires seeking the broad support of the many partners involved who include teachers, learners, parents, community leaders and social service providers.

- The process should begin with assembling a CFS (conform this was spelt in full initially) technical team to kick-start dialogue amongst stakeholders.
- At the start, advocacy is necessary to aid decision makers in understanding the significance of such policies.
- Consensus building should follow to generate support from the diverse stakeholders to whom the policies are likely to apply.
- Once the support to develop effective school safety policies is
- garnered, it is then imperative for the CFS technical team to assess and
- monitor the prevailing school safety and protection policies versus the prevailing school and community safety needs so as to identify gaps and to establish the demand for better services.
- School safety policies should then be documented and broadcast for the understanding and reference of all concerned stakeholders.

- School safety and protection policies include:
  - School policy on protection of girls and the disadvantaged against sexual exploitation;
  - School policy against discrimination with regards to gender, cultural origin social status, religious beliefs and other differences;
  - Policy on prevention of violence and corporal punishment through positive disciplining.

Threats to the physical school environment

(a). Lack of basic facilities: Basic facilities include shelter, warmth, water, food, light, ventilation, sanitary facilities, injury surveillance system, emergency medical care, and links with community disaster preparedness programs.
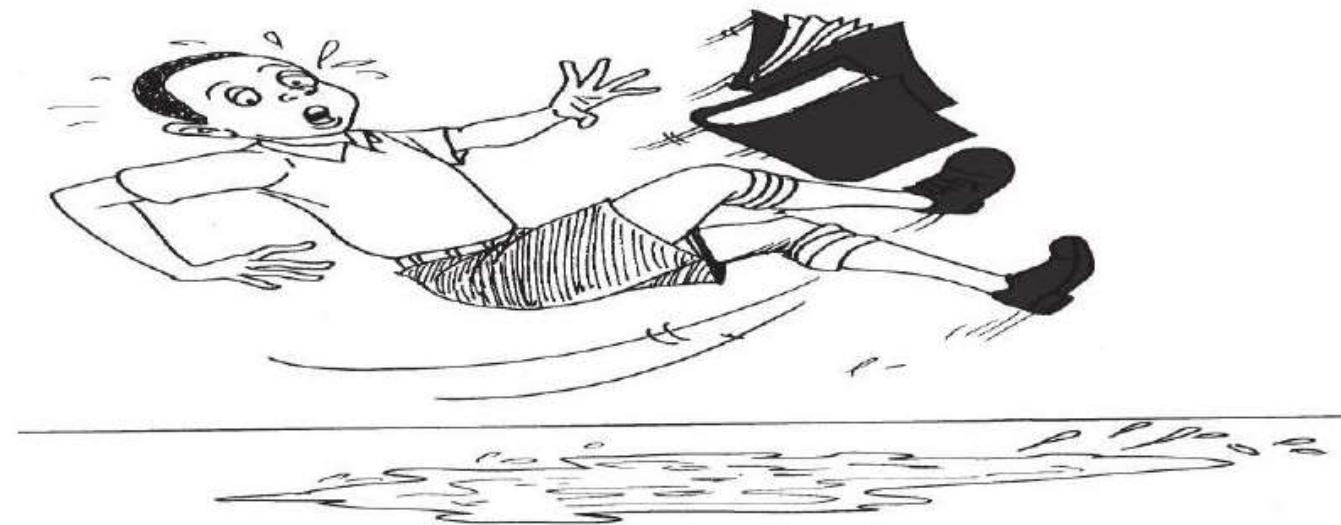
(b). Biological threats: Examples of biological threats includes: traffic and transport, violence and crime, electricity, injuries, extreme heat and cold, radiation, fire flooding, noise and extreme heights.
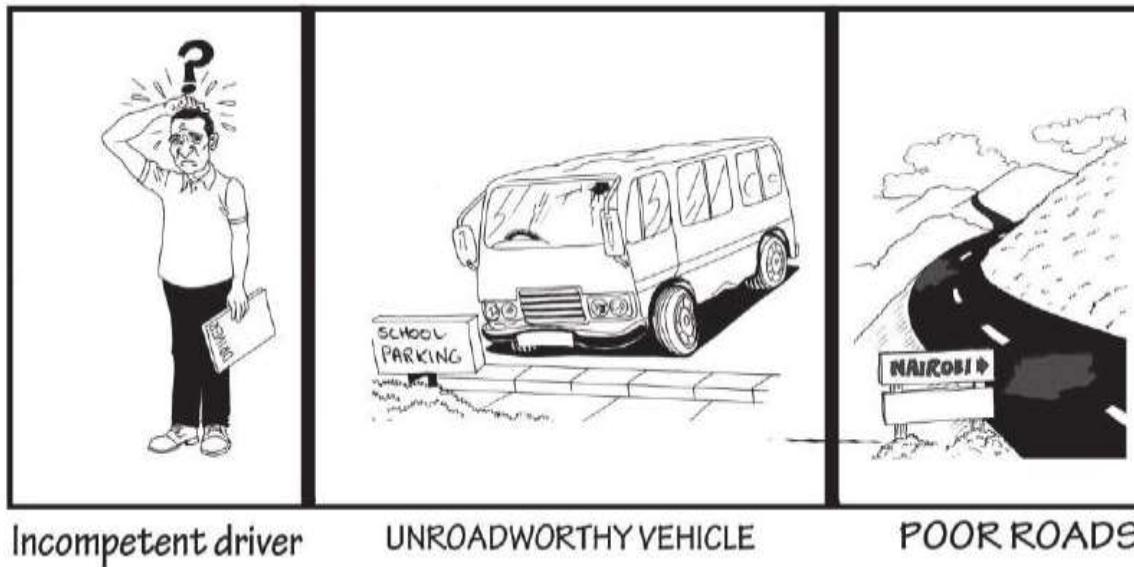
Incompetent driver   UNROADWORTHY VEHICLE   POOR ROADS

(c). Physical threats: Physical threats include molds, unsafe or insufficient water, unsafe food, vector borne diseases, venomous animals, rodents and hazardous insects and other animals (e.g. dogs)

(d). Chemical threats: A hostile school environment does not cater for the welfare needs of its learners, or tends neglect the needs of its learners especially the girls and those with special needs such as the orphans and the learners with physical, sight and hearing challenges.

Activity

Study the photographs below and discuss the threats that these structures pose to the physical school environment.

Psychosocial supportive school environment

What is a psychosocial school environment?

- Psychosocial refers to the children's inner world and their relationship with their environment.

- Psychosocial refers to the psychological aspects (cognitive, affective and behavioural) and social aspects (relationships, cultural traditions, life tasks) of behaviour.

- These factors are responsible for the psychosocial wellbeing.

- The 'climate' of a school has been identified as one of the most important features of a good (child-friendly) school.

- At its best, the school should be a caring, happy, and safe environment or 'sanctuary' in which to work and play.

- Where the atmosphere in a school is uncaring, non-supportive, and unrewarding, the mental health of students and teachers can be adversely affected.

What is a psychosocial rehabilitation programs?

- These programs are common in countries that have undergone and those undergoing armed conflict because of their therapeutic focus which aims at promoting self- expression, coping skills and psychological healing.

- They complement and support peace education when, in promoting recovery from post-traumatic stress, they help children learn new skills for dealing with conflict.

- Every school should have a strong guidance and counselling department manned by professionally trained teacher counsellors and should work closely with social service providers in the event that psycho-social counselling is required.

What is psycho-social counselling?

- In the event that psycho-social counselling is required every school should have a strong guidance and counselling department manned by professionally trained teacher counsellors and should work closely with social service providers.

- This will assist in boosting the student's confidence in themselves.

- The Head of Department (HOD) guidance and counselling has the responsibility of planning, organising and implementing guidance and counselling programmes and services, making referrals of learners on issues that require specialized interventions to the relevant professionals.

- The department should also ensure that all learners are emotionally healthy by identifying learners with psychosocial needs and providing appropriate psychosocial intervention.

Threats to the psychosocial supportive school environment

- The threats to the psychosocial school environment include child abuse, violence and drug abuse.

1.   Child Abuse:

- Child abuse is a broad term that applies to any act of subjecting children to suffering through physical, sexual, emotional or neglectful behaviour.
- It takes place in schools, communities and families, often inflicting psychological and emotional trauma and resulting into inability by its victims to concentrate on learning
- Sometimes children will not tell us when they are victims of abuse but may exhibit signs that indicate their being abused.
- Evidence of child abuse may be broadly categorized into habitual clues, education concerns, physical and emotional symptoms.

a) **Physical abuse** is the most common and blatant type of child abuse mainly involving non-accidental injuries resulting from hitting or beating, throwing, pinching, poisoning, burning or scalding, drowning or even suffocating the child.

- Generally, children subjected to physical violence may grow up believing that brute force, violence or aggressive behavior are an acceptable part of normal life, hence many abused children become abusers in their adulthood.

- More importantly, abused children find it difficult to cope with the learning process.

The symptoms of this form of abuse include:

- Untreated internal injuries or broken bones, scalds and burns with clear outlines, bite marks, bruises.

- Unexplained injury or a repeated pattern of injuries, that seem unlikely to have been accidental e.g. bruises at different stages of healing;

- Concealment by the child (wearing cover-up clothing or reluctance to discuss injuries);

- Withdrawal or aggressive behavior;

- Loss of confidence and low self-esteem;

- Poor learning achievement in school;

- Regressive behavior (thumb sucking, speech disorders, bed wetting among others.

- In addition, some evidence of physical abuse may be detected from the behavior of caregivers who may tend to be antagonistic, suspicious and fearful of other people or evasive and contradictory in explaining the child's injuries.
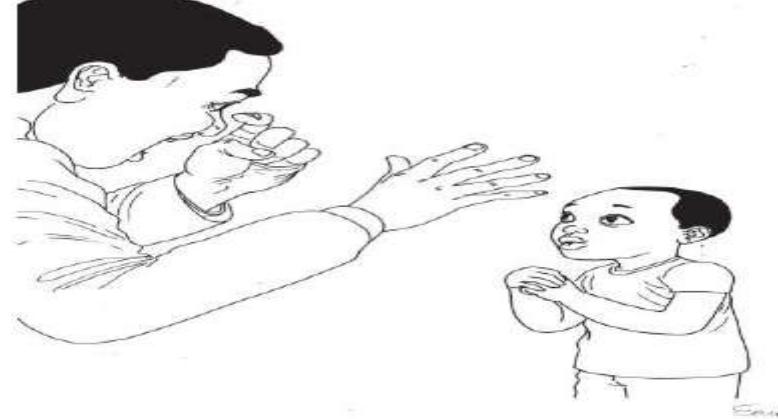
(b). Emotional abuse: This occurs when the child is denied basic needs such as love, security, positive regard, warmth, and praise. It may be recognized by:

- Chronic lack of self-esteem and low self-confidence;
- Immature emotional responses, regression, neurotic or attention seeking behaviour such as outbursts of anger or distress;
- Poor or absent social relationships (with peers or parents);
- Fear of new tasks or the total lack of creativity;
- Developmental and learning delays;
- Over-compliant behaviour characterized by an excessive desire to please.

(c). Sexual abuse involves forcing or enticing a child into sexual activities. The abuser has carnal knowledge of the child with or without the child's consent or uses the child for sexual stimulation; touches the child's private parts; issues sexual threats and intimidation or uses pornographic materials to stimulate the child.

The indicators of sexual abuse include:

- Personality changes (withdrawal, depression, aggression and phobia
- (nightmares, fear of being with particular persons or in particular places
- such as home or school etc.) ;
- Vaginal or anal soreness, bleeding, discharge or itching'
- Extreme curiosity and imagination of sexual nature inappropriate for the
- child's age or inappropriate sexual behaviour towards adults, and/or other
- children;
- Behaviour disorders (eating and sleeping disturbances, self-harming and
- suicidal tendencies);
- Low self-esteem;
- Poor achievement caused by the inability to concentrate on learning;
- Sexually transmitted diseases or unexpected pregnancy.

(d). Child neglect denotes the failure to provide for the basic needs of children such as healthy meals, hygiene, clothing, shelter and medical treatment. The indicators of neglect include:

- Failure to thrive without balanced diet leading to poor growth and development and including learning delays and poor academic performance;
- Poor health and personal hygiene (retarded growth, emaciation, poor skin
- and hair tone);
- Untreated medical conditions;
- Delinquency (compulsive stealing, scavenging, lying, truancy or frequent lateness to school);
- Chronic tiredness and hunger, sleeping in class, voracious eating;
- Low self-esteem;
- Poor social relations and indiscriminate attention seeking from adults.

2. Violence in schools

- Violence refers to the intentional use of physical force or power, threatened or actual, against oneself, another person or against a group (such as a community) and has a high likelihood of resulting in injury, death, psychological harm, poor physical development or deprivation.

- In schools, children with diverse backgrounds and abilities are the most vulnerable to discrimination and violence often, aimed at highlighting their differences as well as isolating them within and other times, outside the school.

Violence may be categorized into three basic forms:

- **(a). *Self-inflicted violence:*** This is intentional and harmful behaviour directed at oneself with suicide being the most extreme form. Self-mutilation is another form of this type of violence.

- **(b). *Interpersonal violence:*** This is a 'victim-offender' relationship type of behaviour which includes bullying and harassment

- **c).*Organized violence:*** This refers to violence exhibited by groups that are motivated by specific political or social objectives such as racial and religious conflicts occurring propagated by gangs or mobs.

There are three major categories of causes of violence:

- **a) *Child level characteristics:*** These include knowledge, attitudes, thoughts about violence and skill deficits such as poorly developed communication skills, drug and alcohol use, having witnessed or been victimized by interpersonal violence and access to firearms and other weapons.

- **b) *Family level factors***: entail the lack of parental affection and support, exposure to violence in the home, physical punishment and child abuse as well as involvement of parents or siblings in criminal behaviour.

- **c) *Community and other environmental factors***: include socio-economic inequality, urbanisation and overcrowding; high levels of unemployment among young people; negative media influences; social norms that support violent behaviour as well as the availability of weapons.

Common forms of violence in schools

(a). Corporal punishment: This refers to beatings, canings, whippings and other forms of physical punishment used by teachers and managers. Few countries have banned corporal punishment outright, and there are still many countries where corporal punishment is a regular part of schooling.

(b). Sexual Violence: Both girls and boys are subjected to various forms of sexual violence in and around schools. The violent acts can be perpetrated by teachers or school administrators or, in other instances, by students (mostly male) against female students and sometimes even against teachers. Gender violence also includes harassment and abuse based on hetero-sexism and homophobia.

(c). Bullying: This refers to the repeated negative actions of one or more students against another. It can include taunting, teasing and other forms of verbal abuse, physical violence and other harmful actions, and can also be expressed through new technologies – cyber bullying, for example.

(d). Gang violence: This may be located within a school or between schools, or they may exist outside schools but have a major impact on what happens inside schools by way of drug use, drug trafficking, extortion, gang rape and so on. School as a 'target' refers to the ways that the school itself might attract such forms of violence as arson, vandalism and destruction of teachers' property, and how it features in less common forms of violence, such as spree shootings, hostage-taking by terrorists and kidnappings.

3. Drug abuse

- Drug and substance abuse among our youth in schools is escalating to alarming levels and has been proven to contribute actively to the rise of indiscipline and dropouts in our schools.

- A drug is a substance, chemical, synthetic or natural which when taken may alter or modify one or more functions of the body.

- We talk about drug abuse if someone uses any substance whether legal or illegal which damages some aspects of the user's life either mental or physical health as well as one's ability to work study or function normally in the society.

- Drug misuse constitutes drug abuse and involves the use of medicines for the wrong reasons. It can also be said to be taking of medicine/drugs without the doctor's prescription.

- The most commonly abused substances are alcohol and tobacco as they are the gateway other drugs.

- Other drugs include marijuana, narcotics, opium and prescription medicines such as tranquilizers and painkillers.

- Common solvents, petrol, kerosene and glue are some of the legal substances abused as drugs.

- They are sniffed or inhaled to get high.
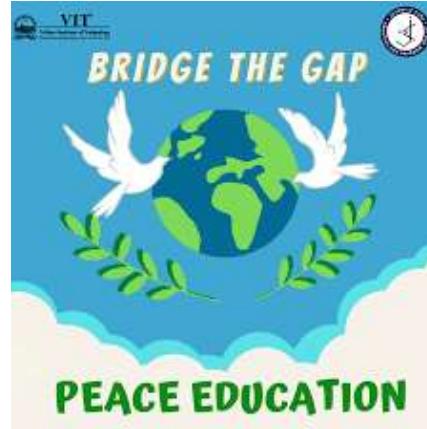
Skills required for ensuring that schools are safe and protective

- In this section we examine skills required to ensure that schools are safe and protective.

Skill 1: Promote peace, citizenship, guidance and counseling in the school as follows:

I. Peace: 'Peace' does not merely imply the absence of overt violence (also referred to as 'negative peace'). It encompasses the presence of social, economic and political justice and is thus an essential to the notion of 'positive peace' (Hicks, 1985 as cited in Fountain 1999). Peace education entails the promotion of skills, values and attitudes that lead to harmony with one-self, presence of just and non-exploitative relationships with humans and nature so as to enable citizens prevent conflict and violence, both overt and structural; to resolve conflict peacefully and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level (Fountain, 1999)

Aims of peace education:

a) Create awareness amongst learners on the causes of conflict and how to resolve them amicably;

b) Prepare learners to become good citizens in their communities, nationally and worldwide;

c) Equip learners with skills that promote peace and human dignity at all levels of interaction;

d) Use the classroom as a springboard through which the global values of positive interdependency, social justice and participation in decision making processes are learned and practiced;

e) Foster respect for cultural diversity enabling young people to learn and live peaceably in diverse communities worldwide;

f) Use the education system as a platform for fostering sustainable peace.
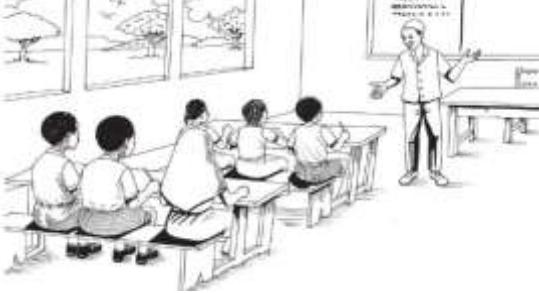
An effective peace education programme includes the following:

a)   Conducting a situation analysis prior to designing the program and planning for monitoring and evaluation prior to beginning any intervention;

b)   Integrating peace education content into the teacher education curriculum so as to adequately prepare teachers to convey those concepts and skills to others;

c)   Using cooperative and interactive methods that allow for active learner participation and practice;

d)   Teaching generic problem-solving skills through the use of real-life situations;

e)   Consistent reinforcing of conflict resolution skills learned at school in non-school contexts, for example, through educating parents and community groups in the same skills taught in the school;

f)   Ensuring gender and cultural sensitivity in program design and implementation, as well as appropriateness for the age group;

g)   Incorporating analysis of conflicts in the community and/or the wider society, as well as of interpersonal conflict, in the program;

h)   Providing young people with the opportunity to engage in constructive, peace-building activities in their school and community;

i)   Enlisting broad-based community support for the program from the outset, among politicians, educators, community leaders, public health professionals, religious groups and business leaders.

Peace awareness approaches

- Education has been advanced as a primary avenue for the kind of socialization that will lead to attitudinal and social change conducive for lasting peace.

- Some of the channels through which this may be attained include the formal curriculum (encompassing areas that put emphasis on citizenship and patriotism); co- curricular activities (the national music, drama, sports and games festivals) and, familiarizing learners with national symbols of unity such as the national flag and the loyalty pledge.

- Magazines for young people with a focus on peace themes; art, drama, song and dance programs to enable young people express themselves and serve as community educators; television and radio spots.

- Peace campaigns incorporating song, dance and poetry competitions on peace themes, and community discussion forums on peace issues; contests and exhibitions to build awareness of peace and conflict issues can be a powerful way to create a broad base of support for peaceful social change where children are invited to express their opinions on peace and conflict issues.
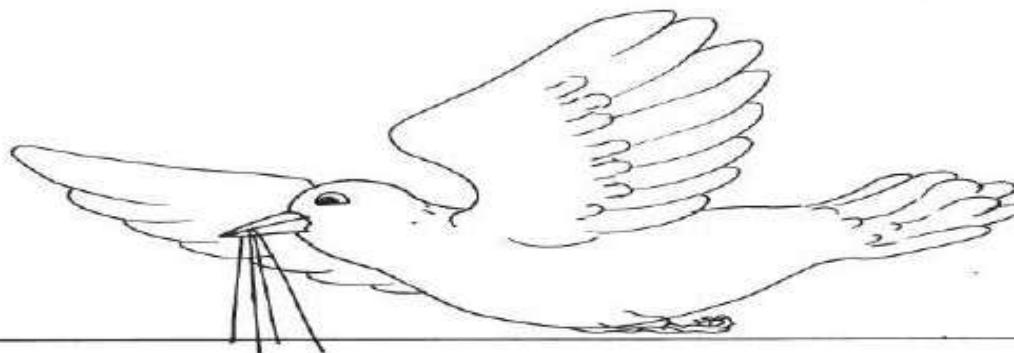
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peace

II. Citizenship

- Children's participation is emphasized as part of citizenship and democracy
- School has informational material on the CRC; education, based on the principles of the Convention on the Rights of the Child
- Child (CRC) rights are taught at every class level;
- There is concrete evidence that unequal classroom participation between girls and boys is diminished;
- School 'societies' with established after-school activities exist, with equitableparticipation of girls and boys;
- Children's opinions are heard and taken into account;
- A positive climate for the resolution of conflicts has been created.

Global Citizenship Education

Preparing learners for the challenges of the 21st century
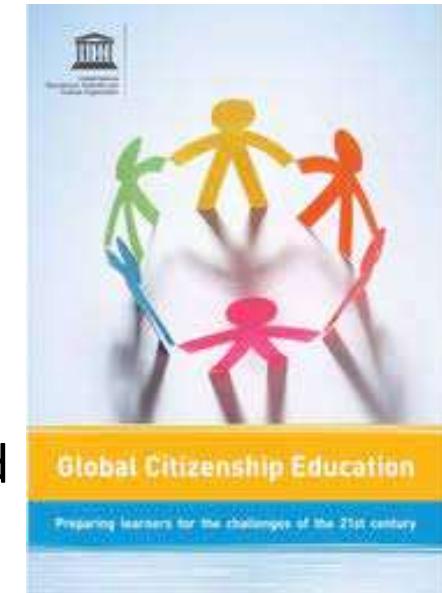
III. Guidance and counselling

(a). Trauma of sexual violence

- Provide counselling and support
- Protect confidentiality
- Empower children through prevention
- Remove risks (such as the presence of a perpetrator in the school)
- Develop mechanisms for reporting incidents and deal with complaints effectively to instill confidence in the process
- Enforce zero tolerance rules

(b). Bullying

- Provide counselling to deal with children's damaged self-esteem and feelings of fear and humiliation
- Establish anti-bullying programs, if appropriate
- Provide adult supervision before and after school and at breaks Enforce rules with regard to treatment of peers

(c). Trauma caused by emergency, conflict or migration

- Assess children for effects (such as loss of concentration, change in achievement levels, frequent distracting thoughts)
- Reduce risks to children and build their sense of security in their environment
- Develop counselling programs with professional counsellors
- Train teachers to identify and support children at risk

(d). Prejudice or exclusion

- Support ethos of inclusion and respect
- Encourage dialogue regarding differences and develop understanding
- Build teachers' capacity to identify equity issues
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Skill 2: Enforce a policy on prevention of violence and corporal punishment through positive disciplining as follows:

- The school has and enforces policies prohibiting corporal
- punishment and promoting non-physical punishment as an acceptable disciplinary procedure.
- There is a procedure that allows all students and parents to voice concerns about inappropriate or abusive behavior.
- The school has policies and procedures to help teachers deal fairly and consistently with aggression and violence.
- The school discipline rules are practical and clear to everyone.
- The school has and enforces policies, programs, and procedures for preventing, identifying, and responding to harassment, bullying, violence, child abuse, and neglect that are known and understood by all members of the school community.
- The school has clear definitions of harassment, bullying, and violence available that are known and understood by all members of the school community.
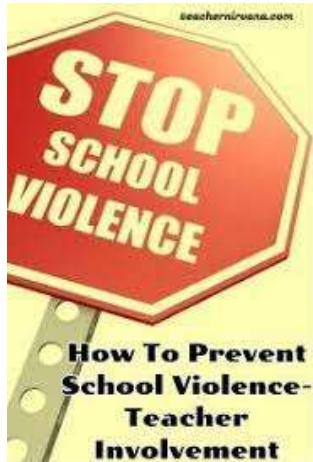
- The school has publicized procedures on how staff should intervene on bullying or harassment.
- The school has a code of conduct about how students are expected to behave.
- The school records and monitors incidents of unacceptable behavior, violence, and injuries reported by students and staff.
- School Documentary review of records
- The school has, monitors, and enforces a code of behavior for teachers regarding proper and improper interpersonal teacher relations as well as teacher-student relations.
- Teachers do not use corporal or emotional punishment or other aggressive behaviors to discipline children.

Skill 3: Ensure that the safety measures in place as follows:

a)   **Fire:** Ensure that the following are in place

 (i) fire extinguishers,

(ii) fire escapes (iii) drills, (iv) lighting arresters, (v) First Aid Kits etc.

b)   **Traffic safety:** Teach traffic safety; Assign older children or adults to accompany younger children through traffic; Build barriers between recreation and traffic areas.

c)   **Injuries:** Ensure that corners of furniture are rounded and well sanded, especially for younger children; Ensure that furniture is sturdy and well maintained; Keep school grounds clean, paying special attention to hazards such as broken glass, needles, blades (instruct younger children to request assistance from an adult to remove such items); Make first aid available in the school (train teachers in basic response); Prepare a map of environmental risks and an evacuation strategy to be used in the case of a sudden onset natural disaster.

d)   **Drowning:** Properly cover all wells; Closely supervise or erect barriers to ditches or bodies of water deeper than 10 centimeters near schools; Teach swimming and water safety with consideration for flood-related drowning

Skill 4: **Ensure that the school has an environment/compound that is free from hazardous / risky materials/ buildings as follows:**

a) **Policies:** The school has and enforces policies to provide a safe physical environment with protection from physical, biological, and chemical risks that can threaten the health of children and school personnel.

b) **Maintenance:** School buildings and facilities are clean, safe, and regularly maintained

c) **Toilets:** Adequate numbers of clean, well-maintained toilets and hand washing facilities are available with separate, private latrines for girls and boys, as well as female and male teachers

d) **Follow-up:** Students are given opportunities to identify facilities or equipment that are hazardous or potentially injurious, and school officials ensure mechanisms to follow up on this process.

Physical infrastructure:

- School grounds should wherever possible be located in places with least climatic and natural hazards such as floods and wind effects or disruptive land activities such as industrial facilities; sources of excessive noise (activities such as bars and heavy traffic routes), sewerage or dump sites with the capacity for excessive pollution.

- When this is not possible, design measures should be used to minimize the impact of these problems.

- All facilities and equipment should be designed with consideration of special needs persons in mind; be in the best state of repair, serviceable and inspected regularly to maintain high standards of cleanliness and tidiness.

- Special attention in tuition, boarding, sanitation and administrative facilities should be on provision of adequate ventilation so as to avoid heat and excessive humidity.

- Focus on lighting should be to maximize the availability of day (natural) light and, a minimum of 20 per cent of the classroom area be dedicated to window space.

- Electricity or other means of power is required to provide light and to operate equipment. In addition, all rooms should be spacious for ease of movement and only well reinforced furniture appropriate to learners' ages and adequately spaced (beds, desks, shelves etc.) be used.

Site layout:

- All physical structures should be appropriate, adequate and properly located, devoid of any risks to the users or those around them.

- They should also comply with the provisions of the Public Health Act (Cap 242) and Ministry of Public Works building regulations. Some of the important considerations required in alignment of school infrastructure in order to protect learners' health include:

- Sufficiently protecting learners from direct sunlight, glare (direct light) and reflection (indirect light) by positioning the long sides of buildings to run from East to West or screening windows using curtains and translucent finish;

- Positioning laboratories and kitchens downwind from the main buildings to protect them from the effects of strong and distractive smells;

- Ensuring that all buildings are upwind from the playing grounds to avoid dust being blown into school rooms;

- Constructing pit latrines at least 10 metres away from the tuition and boarding facilities on the leeway side to contain bad smells;

- Painting learning spaces with light and relaxed colour, not gloomy, dark or very bright.

- Weatherproofing and ensuring climatically comfortable buildings within the environmental conditions and cultural contexts of the area.

School grounds:

- School grounds refer to the entire enclosure designated for use by the school for its activities (learning, playing, games or sports).
- They should be comfortable and conducive to learning, play and healthy interaction by learners, staff, parents and community members.
- To this end, they should be neatly landscaped to protect learners from the risk of physical injury and all vegetation should be well managed to limit the transmission of vector- borne diseases as well as to reduce the risk of harassment and anti-social behaviour within schools.
- All walkways should be properly demarcated with flowers or shrubs rather than barbed wire.
- Trees have a softening and calming effect on the learning environment and its users and are vital for filtering sun, dust and noise as well as for beautifying the school.
- All trees within the school should be labelled indicating those that may be poisonous.
- Indigenous trees, shrubs and flowers should therefore be planted alongside other edible plants to encourage learners to adopt effective food production and conservation practices.
- Maximal use of space in the school compound is encouraged.

Skill 5: Ensure that the school has an emergency preparedness and response plan.

- **Mapping safe spaces** enables a school community to assess the violence children may experience in and around school.

- Girls' and boys' participation in violence prevention and mapping safe spaces should be at the core of a child-friendly school's protective environment.

- After the 'risk index' is completed, the most at-risk groups accounted for and interventions decided, a child-friendly school needs to develop an emergency preparedness plan.

- Such plans may be more elaborate for schools in earthquake or flood zones, but all child-friendly schools need a plan so that everyone in the school will know what to do in case of a health threat or other emergency

Emergency Management: There are four phases of emergency management:-

(a). Prevention/Mitigation: Prevention is the action taken by education institutions to decrease the likelihood that an event or crisis will occur. Mitigation is the action taken by educational institutions to eliminate or reduce the loss of life and property damage related to an event or crisis, particularly those that cannot be prevented.

(b) Preparedness: Disaster preparedness is a package of precautionary measures, taken in advance of an imminent threat to help education institutions respond to and cope with the effects of a disaster.

- An example of a disaster preparedness activity is the Early warning system.
- This is an organized structure for prediction and dissemination of timely and effective information to allow individuals who may be at risk to take action to avoid or reduce their risk and prepare for effective response.
- The objective of early warning systems is to link the information provision to the response.
- The process allows a lead-time to access funding, expertise and equipment for the necessary intervention.
- Strategic food reserves, health and essential supplies such as non-food items remain an important component of disaster preparedness.
- Another example of disaster preparedness activity is the comprehensive and continuous assessment of vulnerabilities and risks in order to understand threats of a hazard and to improve the targeting of Disaster Management programs.

c) The response phase: Response involves interventions taken by educational institutions during or immediately after a disaster. Such actions are directed towards saving lives and livelihoods and dealing with the immediate damage caused by disaster.

d) Recovery: The Recovery phase is designed to assist students, staff, and their families in the healing process and to restore educational operations in schools. Recovery has four components:

Physical/structural recovery

- Business/fiscal recovery
- Restoration of the learning environment
- Psychological/emotional recovery

CFS emergency management plan or emergency plan:

- Although most children will never have to live through a natural or human-made disaster, all schools need to have emergency management plans.

- As schools develop such plans, child-friendly dimensions must be in the forefront.

- A CFS emergency management response plan (emergency plan) is a written document to prevent, mitigate, prepare for, respond to, and recover from emergencies.

- Developing an emergency management plan should be done in a systematic way.

- You start by getting organized for the planning project by putting together a planning team and defining a work plan and schedule for the planning project.

- Once the planning team is established, conduct a risk assessment which includes an identification and evaluation of potential hazards and the current capabilities of the school or district to cope with the onset of emergencies.

- Note that a hazard is a dangerous phenomenon, substance, human activity or condition that may cause the loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

- Thereafter develop the draft emergency management plan and have it adopted.

| Get organized | Conduct risk assessment | Draft Emergency Management plan |

Skill 6: Enforce policy on protection of girls/ disadvantaged against sexual and other abuse and exploitation as follows:

- The school has, monitors, and enforces policies against the sexual harassment and abuse of students and teachers.
- The school has policies allowing pregnant girls to remain enrolled and encouraging them to return to school after childbirth.

Skill 7: Ensure that the school is free from addictive substances, violence and pornography as follows:

- The school has and enforces policies against gambling, pornography, use of tobacco, alcohol, and other addictive substances on school grounds by teachers, staff, and students.
- The school has and enforces acceptable use policies on safe use of the Internet and related ICT technologies.

Skill 8: Ensure that the school has a policy against discrimination with regards to gender, cultural origin, social status, and religious beliefs:

- This should be done by ensuring that the school has a mission and/or vision statement and policies exist about inclusive, child-friendly education, including a policy against discrimination.

Skill 9: Ensure that the school has duly assigned personnel in charge of securing its premises, properties and those of pupils and teachers.

- In this unit we have looked at the concept of safe and protective schools. We have learned about the benefits of safe and protective schools and factors that may hinder the safety and protection in schools.

- We have ended the unit by looking at the skills required to make our schools safe and protective.

- It is our hope that you now have the necessary competencies to ensure our learners are safe and protected.