

**FEDERAL CAPITAL TERRITORY (FCT)
POLICY ON SAFETY, SECURITY & VIOLENCE
FREE SCHOOLS (SSVFS)**

2023

Policy on SAFETY, SECURITY AND VIOLENCE-FREE SCHOOLS WITH ITS IMPLEMENTING GUIDELINES

BY EDUCATION SECRETARIAT

FOREWORD

The FCT Education Secretariat wishes to develop and engender a culture of safety and security in the leadership and general population of all levels of schools. By issuing minimum standards and guidelines for security and safety matters, we hope to stimulate a culture in schools where it has not yet emerged and give direction and support to schools where it already exists. It is imperative that school leaders understand security and safety in the sense of a management function, in much the same way as schools treat the administrative function.

It is pertinent to add that on September 15, 2015, the president of the Federal Republic of Nigeria committed to ending violence against children in all settings and launched a Year of Action, calling on not only the government, but also Non-Governmental Organizations (NGOs), religious leaders and groups, the media and every Nigerian to take action to ensure no child grows up in the shadow of violence. National Priority Actions were also launched, setting out key steps that were required to successfully prevent and respond to all forms of violence against children in the country. Violence against children violates the fundamental right of children to be protected from all forms of violence, insecurity and lack of safety in their schools.

Security and safety must become a way of thinking in schools. A greater sense of this can be achieved when stakeholders make it a priority item on their development agenda. Presently, various measures are being applied to address Safety and Security in Schools safety and security challenges in schools. Among these are the presence of drugs and weapons, bullying, gang culture and the inappropriate use of information and communication technologies. However, the FCT Education secretariat believes there are certain measures are practices, that, when applied locally by all level of schools, will yield a system-wide improvement in security and safety. Please ensure that you read and understand our publications aimed at promoting safety and security in schools and consult them should an incident occurs in your school.

The 2019 FEC approval of a national policy to guide the implementation of the Safe Schools Declaration (SSD) in Nigeria resulted in the development of a national policy on safety and security in schools, which, to a large extent, also addressed certain safety concerns which the draft national policy on violence-free schools focused on. Therefore, the Federal Capital Territory Education Secretariat decided to harmonize both policies, giving rise to the present policy – the National Policy on Safety, Security and Violence-Free Schools in FCT Abuja.

The National Policy on Safety, Security and Violence-Free Schools in Nigeria is therefore purposed to guide policy; set a standard for implementing comprehensive school safety plans; and provide prevention and response mechanisms at FCT, school levels.

The present administration has a responsibility to provide inclusive, equitable and high quality education for learners in FCT which is

not hampered by insecurity, lack of safety, violence or abuse. It is my sincere hope, therefore, that the implementation of this policy will help us avoid all incidences of violence, insecurity and lack of safety in all level of schools.

Hon. Mohammed Musa Bello

Honourable Minister

Federal Capital Territory Abuja.

ACKNOWLEDGEMENT

We sincerely want to appreciate the Federal Government who through the development and eventual merging of two draft policies – the National Policy on Safety and Security in Schools (NPSSS) and the National Policy on Violence-Free Schools (NPSSVFS) created avenue to ensure the safety and security of schools and bring about violence free environments, especially by signing on to, approving and ratifying the global Safe Schools Declaration (SSD) for mainstreaming in our nation’s education sector. This Paved the way for the FCT to domesticate the aforementioned document to cater for the needs of the FCT education sector environment.

Our unalloyed gratitude goes to the Honourable Minister, Federal Capital Territory (FCT), Mallam Mohammed Adamu Bello; the Permanent Secretary, FCT, Mr Adesola Olusade and the Secretary for Education, Honourable Sani Dahiru El-katuza for the inexplicable support, encouragement and approval accorded towards the successful development of the said domesticated policy.

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Above all, we express our utmost appreciation to the Almighty God for bringing the work to fruition. We hope the document will actualize positive results thereby promoting safety thereby promoting safety and violence-free FCT schools.

Mr Joseph O. Abunike,
Director (DPPRS).

1.0

INTRODUCTION

The Federal Capital Territory (FCT): Geographical and Political Highlights

The FCT covers an area of approximately 8,000km and consists of six area councils, namely: Abuja Municipal Area Council. Abaji, Gwagwalada, Kuje, Bwari and Kwali. It is situated within the North-Central Geographical zone and accessible from other parts of the country by air and land.

Prominent among the indigenous tribes who live in the rural settings are; Gbgyi, Koro, Bassakuomo, Arago, Ganagana, Gade, Hausa and Fulani.

1.1. Major Highlights of the Education Sector

The FCT Education Sector, in line with its vision and mission statement remains committed to becoming a model of efficient delivery of sustainable, qualitative, functional and inclusive education under safe and secure environment. Thus the services being provided are for promoting and enhancing skills, knowledge, competence of learners for self-fulfillment and betterment of the society.

In order for this vision and mission statement to be fully implemented, the following Boards and Departments have been assigned. Namely;

- Universal Basic Education Board (UBEB)
- Secondary Education Board (SEB)
- Scholarship Board (SB)
- Department of Policy Planning Research and Statistics (DPPR&S)
- Department of Mass Education (DME)
- Department of Science and Technology Innovation (DSTI)
- Department of Quality Assurance (DQA)
- Department of Higher Education (DHE)
- Education Resource Centre (ERC)
- Department of Special Needs Education (DSNE)
- College of Education (COE)

1.2. Situation of Insecurity in FCT

It is not news that Nigeria has been experiencing series of attacks such as kidnapping, terrorism, banditry and civil disorder and FCT is not left behind some of which are

- i. Jail break at Kuje correctional Facility where about 900 inmates escaped including more than 60 Boko Haram suspects.
- ii. Unidentified assailants killed 6 officers of the Presidential Guards Brigade in Bwari area close to Nigeria Law School, this led to the immediate closure of all the Federal Government Colleges by Federal Ministry of Education to ensure the safety of the students.
- iii. Lecturers of the University of Abuja were also kidnapped by bandits.

All these caused fear and apprehension among the people in the FCT. In addition to this, the influx of people into the FCT from crisis prone areas and neighboring states have led to over crowded classrooms in the suburb-urban locations such as Nyanya, Karu, Jikwoyi, Lugbe, Zuba, and Gwagwalada with not less than 100 learners in a classroom.

Moreso, there has been experience of flooding that has affected schools and cut off access. In other places, wind and thunderstorms have destroyed school buildings, furniture, laboratories, libraries, textbooks and education records leading to damages of school

property. In some communities, routes, to and from are unsafe hence parents do not allow their children to go school. This has increased the number of out of school children in the FCT.

Due to spillover effect of insecurity from neighboring states, the Education Secretariat thought it wise to domesticate the National Policy on Safety, Security and Violence Free Schools based on the peculiarity in the FCT that will be in tandem with the National Policy purposed to guide and set a standard for implementing a comprehensive school safety plans and provide prevention and response mechanism in FCT Area Councils

2.0 ABOUT POLICY

The vitality of schools as Centre for nation building where learners are absolutely cultured, polished, coached and developed cannot be over emphasized. This advancement, however, can be ascertained only if learning emanates in a safe, conducive and secured environment. Hence an aggregate school safety and security arrangement is analytical in ensuring that all learners, staff members and school properties (including buildings and equipment) as well as school communities are shielded from natural and human disasters.

This all- inclusive policy attempts to ensure that school safety and security are uppermost in FCT administration agenda. This policy therefore advocates a zero-tolerance to any kind threat to the school environment, including any form of hazards, gang membership and activity, substance abuse or bullying; violence (in addition to gender-based violence); and other hazards in case these threats actually occur, there must be appropriate support for the school user's community

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Finding from the national survey conducted in 2004 depict that there is high prevalence of violence against children in Nigeria. Some of the findings of the survey are highlighted below:

- a. Approximately 6 to every 10 children under the age of 18 years have experienced some form of violence;
- b. About half of the children experience violence before the age of 10;
- c. Parents and adult relatives are the most common culprits of physical violence on children
- d. Among adult, male teachers are the most common culprits of the first incident of physical violence on children;
- e. Less than half of all victims of physical violence tell someone about it

The aforementioned scenario demands that any policy to address the safety and security of schools must also aim at preventing violence against children. Children are important to the country's human resource and can be developed to an optimum level by providing a safe and conducive environment.

The FCT policy on safety, security and violence-free schools is therefore purposed to guide policy; set a standard for implementing comprehensive school safety plans; and make provision for response mechanisms at FCT, area councils and individual schools levels. Inter alia, the policy will contribute to early warning signal, Disaster Risk Reduction (DRR) and Disaster Risk Management (DRM). School safety and security is defined in this policy as a set of rules and regulations guiding the prevention and reduction of hazards occurring in formal education settings (primary, secondary and tertiary

schools in Nigeria, whether private or government-owned) and informal education, such hazards have been a major issue in the society. Furthermore, it is noteworthy that a critical factor in safety and security in schools in the FCT is the incidence of Violence Against Children (VAC). The president of the Federal Republic of Nigeria, Muhammadu Buhari (GCFR), launched the year of action to end VAC on 15, 2015 in Abuja. The FCT's commitment to end VAC falls in line with Sustainable Development Goal 4 (SDG4), which requires schools to provide safe and welcoming environments that are free of the threat of all forms of violence, including those based on sex, age, religion, socio-economic background, ability, disability, and HIV infection status.

3.0 Background

Before now, there were no concrete policy initiatives to respond to the concerns around safety, security and violence in schools. Safety affairs range from the physical to the psychosocial and the economic. Records have also depicted that education has been subjected to deliberate and systematic attack. In the period between 2012 and 2016, more than 19,000 were displaced (not in the FCT).

Access to education in the country as a whole is in dire straits. Statistics reveal that 1 in every 5 of the world's out-of-school children is in Nigeria, the FCT not exempted. Specifically, reports indicate that about 10.5 million children aged 11 attend primary school regularly, while 35.6% of children between the ages of 3 and 5 are able to access early childhood education in Nigeria.

Closely related to the foregoing is the fact that most school environments in the nation now represent a universe in which learners are exposed to violence, and as a result, they perceive violence as unavoidable and normal. Playground fighting, verbal abuse, intimidation, humiliation, corporal punishment, sexual abuse, gang violence, and other forms of cruel and humiliating treatment at the hands of peers, teachers and other school staff are some common expressions of Violence Against Children (VAC) in our schools.

Being mindful of the serious challenge posed by VAC in schools, it has become mandatory that this policy should, inter alia, provide a safety mechanism for ensuring the prevention of violence and abuse in our academic environments and appropriate responses to the same.

4.0 Rationale

The unavailability of a well-coordinated system to support safety and security practice in schools across the FCT has brought the prevalence of human-induced and natural hazards in the academic environment as well as the violence and abuse perpetrated against learners while at school. This certainly has implications for the educational, health and social well-being of society at large. For instance, insecure and unsafe school environments are major factors inhibiting access to education in the FCT. Insecurity and lack of safety affect schools across the country in different ways: violent conflict, robbery and other violent crimes; fire, flood and other natural disasters; drug addiction and abuse; gender-based violence; physical and humiliating punishment, bullying, child abuse and neglect; exploitation, trafficking, gang violence; cyber bullying; military use of schools; armed attacks on schools; civil unrest; abductions/kidnappings; recruitment of children as child soldiers; transportation and other accidents; power shortages; hazardous materials in the school environment; unsafe school facilities and so on.

All these affect the safety and security of school systems in significant ways, as safety and security in schools go beyond physical and material safety to include environmental and psychological safety and security. Thus, a comprehensive framework for safety and security in school should aim to: (1) protect learners and education workers from death and injury in schools; (2) plan for educational continuity in the face of expected hazards; (3) safeguard education sector investment; and (4) strengthen a disaster-resilient citizenry through education. This policy is therefore built on four important and complimentary pillars to ensure a comprehensive approach to school safety:

- A. Pillar1- safe learning facilities (i.e, making them resilient to different types of hazards e.g, floods, fire).
- B. Pillar2- prevention and response to VAC in schools (i.e, ensuring that safeguarding and child protection practices are institutionalized in school and focused on ending violence against learners).
- C. Pillar3- school disaster management (i.e, making plans and committees to address the needs identified in risk assessment).
- D. Pillar4- Risk and resilience education (i.e, ensuring early warning, and building resilience practices into formal education).

The policy is expected to build resilience that can bridge the gap between development and humanitarian approaches, aiming to reduce the effects of everyday hazards, risks, threats and disaster and to plan for education continuity after crises. Furthermore, through this policy, school shall be encouraged to aim at creating and maintaining a caring ethos, where all learners, teachers and nonteaching staff feel safe, secure and valued.

5.0 purpose

The essence of policy is to use an all-hazard approach which build on existing school safety and security laws and policy initiative to identify and put mechanism in place that will address all kinds of hazards, including natural, man-made structural and nonstructural hazard that affect the wellbeing of learners, teachers, school users and the school community to ensure the safety and security of schools in the FCT. Most importantly, the policy also responds to the needs of children and the violence that affect them in and around schools.

6.0 objectives

The objectives of the policy are:

- a. To create safe learning environment for school users;
- b. To highlight specific action to be taking by different stakeholders within the safe school declaration(SSD)framework towards school safety and security;
- c. To build capacity of learners, teachers, school personnel and government official for child protection, school safety and security;
- d. To create awareness among administrators, teaching and non-teaching Staff, parents, PTAs, SMBCs and community members of their responsibility in identifying, discouraging, reporting and dealing with possible cases of violence or abuse against children;
- e. To develop procedures within the school to be followed in addressing cases of suspected abuse;
- f. To mainstream school safety content in existing government schemes and policies;
- g. To design programmers and activities for the prevention of all forms of VAC in schools;
- h. To strengthen coordination among relevant institutions on school safety and security.

- i. To create awareness among school administrators, teaching national policy on safety, security and violence-free schools in the territory.

6.0 scope

This policy applies to all school and tertiary institution in the FCT-whether

Public or private, irrespective of their location in rural or urban areas.

Specifically, the policy shall apply to:

- a. All stakeholders in delivering education to learners in the FCT, including the Boards and Departments in the FCT Education secretariat, private educational institutions, NGOs, FBOs, CBOs, development partners; the private sector, parents, community gatekeeper and the media;
- b. Government authorities responsible for addressing protection of learners at all levels: the FCT Education secretariat; FCT social welfare and Development and other relevant FCT Secretariat. The policy further sets Direction and priorities for the safety of learners, teachers and non-Teaching staff; protection of school environment and infrastructure; Continued delivery of education services; and peace-building in conflict-Prone and conflict-affected areas.

7.0 Vision and Mission Statements

The vision of the policy is to build the FCT in which learners at all levels, Teachers, school users, and the school community are protected from all forms Of man-made and natural hazards threatening their wellbeing while within a Learning environment. The policy further envisions school which operate on Zero tolerance to VAC and promote children's right to learn in environments Where they are valued, protected and empowered to participate in issues that Concern their safety, health and general wellbeing.

The mission of the policy will, therefore, be to ensure that education continues During and after conflict or disaster and to further build the resilience of Learners, teachers, school users, and the school community physically, mentally And emotionally. It will also create, implement and support action to prevent, Report and respond to violence against children in schools and other learning Environments.

8.0 Legal and Policy Framework

The policy uses the safe common approach, which has five different Components and thematic approaches to safety and security in schools. The Five components are (1) violence, which focuses on all forms of violence in Schools, broadly grouped as physical, emotional (psychological), sexual, gender-Based and negligence;(ii) natural hazards, which focuses on amelioration and Prevention of natural hazards like floods, windstorms and wild fire (iii) conflicts, Which focuses on the prevention and reduction of conflict hazards like the use

Of schools by security forces, armed attacks on schools, civil unrest unexploded Ordinances, abduction / kidnapping and child recruitment; (iv) every day Hazards, which focuses on the reduction of every day health hazards (Epidemics, pandemics, malaria, malnutrition,) power shortage, drowning, Playground accidents, dangerous materials and so on, and (v) safety of school Facilities, which focuses on the proper dissemination of safety and security Policies to staff, learners and all affiliates of education.

Accordingly, the approach adopted by this policy underpinned by our nation's Existing obligations under international and regional treaties and declarations As well as national legislations and policies as listed below:

- a. The constitution of the federal republic of Nigeria, 1999 as amended (The Nigerian constitution), through the combined provisions of section 14 (2) (b) and 18 (1), guarantees the safety and security of schools in Nigeria. The combined provisions require the government to direct its Policy to ensure equal and adequate educational opportunities as well as To make the security and welfare of the people its primary purpose.
- b. The African charter on human and people's rights (Ratification and Enforcement) act (the African charter act) is another legal norm relevant To the safety and security of school in Nigeria. Section 17 and 24 of the Access to education in a safe and secure environment in Nigeria.
- c. The compulsory, free universal basic education Act of 2004 (the UBE Act), through various provisions, also affords Nigerians the enjoyment of The right to equal and adequate education in a safe and secured environment in Nigeria
- d. The child right act (2003) is a domestication of the UN convention on the right of child(1990). Although the act applies only in Abuja and in state that have domesticated it, it makes important contributions to the rights of children to education in a safe and secure school environment.
- e. The safe Schools initiative was launched in Nigeria on May 7,2014 by the UN special envoy for global education to help protect education in Nigeria following the abduction of chibok girls.

9.0 Guiding Principles and values

The policy is firmly anchored on principles that are critical to the full wellbeing of learners. The key principles include the following:

- a. **Respect for Human rights:** The Human rights all shall be respected at all times, including periods of disaster, conflict or emergency. Human rights are norm recognized for the protection of all.
- b. **Child and learner's centeredness :**The humanand the best interest of children and learners and utmost respect for their dignity shall be the primary consideration in any decision making that affects their development and welfare.
- c. **Inclusivity:**School shall take into consideration all that the learners need to receive a high quality education. Adequate and appropriate educational support and protection shall be provided for all learners regardless of where they are , their skills and interest or socio-economic status, their culture, religion, sexuality, gender or disability. All learners must therefore be included in all initiatives relating to safety and security.

- d. **Conflict sensitivity:** All engagement, especially in conflicts-vulnerable or conflict-affected areas, shall be conflict-sensitive. Intervention to ensure the continuity of high quality education and protection of learners and school personnel shall be formulated based upon adequate analysis of the conflict situation .Such intervention shall take into account the nature and dynamics of local conflicts, the areas vulnerability and exposure to armed conflicts, the availability of resources and existing partnership links.
- e. **Sharing responsibility on safety and security between stakeholders:** Safety and security is a shared responsibility among stakeholders; protection of learners and school community is essential; the long task of peace-building is a responsibility for all the stakeholders.
- f. **Gender sensitivity:** Gender equity is critical in harm prevention and in response to safety and security concern; all protocol and intervention must be in accordance with the principles of gender equality. There must be established and regulations that prevent bullying, sexual harassment, sexual abuse and other form of gender-based violence.
- g. **Accounting and transparency:** Openness is critical in peace building; answerability is key in development and governance; all duty bearers are to be held to account for their roles and responsibility in ensuring safety and security in the school community.
- h. **Best interest of the child:** This is a principles based on a childs rights, which derives from articles 3 of the United Nation Convention on the Right of the child, which provides that in all actions concerning children shall be a primary consideration. In essence, all actions taken to safeguard learners in school must be in their interest .

On the whole, schools are expected to provide strategies , action plans and protocol that can further ensure the safety and security of lives and protocol that can further ensure the safety and security of lives and properties within the school environment

Chapter 1

SAFE LEARNING FACILITIES

1.1 Policy Objective

Make learning facilities resilient to different types of hazards and disasters occasioned by emergencies.

1.2 Policy statement

To ensure all school facilities comply with safety standard and are resilient to different types of hazards.

1.3 Policy strategies:

- i. That regulatory agency like the DQA, Educational planning, works department of agencies/boards, Development control, AEPB, Fire service, Area councils and FCT SEMA should certify only school buildings that pass the resilience and integrity test.
- ii. That all boards, departments and area councils should ensure all schools adhere to minimum standards.
- iii. FCT Education Secretariat and Area councils should make provision for maintenance of schools, adult education and vocational centers.
- iv. The building and maintenance of clinics/sick bays relevant agencies SBMC and PTA should be in accordance with standard.
- v. All boards and departments should ensure the provision and maintenance of public conveniences and effective disposal of refuse and sewage in the school environment.

1.4 Measures:

i. Structural Safety Measures

Mandate Education Secretariat and its boards, departments and Local Education Authorities to put

in place required physical safety infrastructure and equipment as follows:

- a. Ensure the structural safety of new schools and repair of existing ones. The buildings should be structured to meet the standards for inclusive education.
- b. Work with local communities to ensure that the safest, most secure, and most accessible location is selected for all newly constructed schools and that, where possible, the new school is near a town.
- c. Ensure new schools should be located on a site that has adequate mitigation measures already in place against any imminent natural hazards.
- d. Ensure existing schools in vulnerable locations are either relocated to a safer site or are provided adequate support to mitigate the effect of any natural hazards that may affect the area.
- e. Ensure that all schools under construction include disaster-resilient features. Existing vulnerable schools need to be repaired to the desired level of resilience against local security hazards.
- f. Ensure that for the design of structural standards of school buildings and their components (such as corridors, staircases, side areas), the quality of construction are according to safety and security requirements of building laws and regulations.
- g. Stipulate that non-combustible, fireproof, heat-resistant materials are used in school construction. All necessary equipment that will ensure the effective functioning of learners and

learners with any form of disability should be provided alongside structural design that ensures safety and security.

- h. Stipulate that additional classroom or any other structures requiring horizontal expansion shall be designed taking into account space availability. Furthermore, any addition to an existing structure that is designed as a continuous unit should be designed to withstand the impact of seismic forces.
- i. Each classroom should have two doors for easy evacuation. Adequate openings for ventilation and lighting are some of the essential elements that need to be accommodated in the design. Exit doors should be well positioned with doors opening outward.

ii. Non-Structural Safety Measures

Non-structural safety measures are mostly low cost, regular maintenance items that the school should address on a regular basis. The following safety measures must be taken:

- a. All items of furniture such as shelves, chalkboards, ceiling fans, air conditioners water tanks and any other items that may fall and cause injury to learners and teachers need to be secured to the walls or the floor.
- b. Any electrical item, such as loose wires, that may cause an exigency should be addressed promptly by the school. Lamp holders, sockets, extension

cables and other electrical fittings should also be kept in good condition.

- c. Chemicals and other hazardous materials in the school laboratory should be handled and stored according to stipulated instructions of safety to prevent any harm to learners and staff.
- d. Open areas such as corridors and evacuation routes (including staircases and ramps) should be kept free from any hurdles and barriers so that evacuation is smooth and swift.
- e. Pots or planters on the playground or in corridors should be kept in a manner that does not affect smooth evacuation.
- f. Any derelict or unused building, rubble, and so on should be removed to prevent any harmful animals or pests from getting to learners.
- g. Traffic movement outside the school environment should be managed to minimize risk to all members of the school community at assembly and dispersal times.
- h. During excursions, schools should carefully choose the location of excursion and the itinerary so that exposure to any hazard is minimized.
- i. Faulty sewage septic tank and water tap heads should also be kept in good condition.
- j. Extra precautions should be taken when learners are being taken close to water bodies, narrow mountainous tracks and so on.
- k. Buses or any other vehicles owned or hired by the school need to be maintained properly so that learners are not at risk of accidents.

- l.** Drivers should be appropriately trained on speed limits, vehicle stoppage and crisis management so that learners and staff remain safe during their travel to and from schools.
- m.** Emergency equipment, such as fire extinguishers, ropes and first aid kits, need to be procured and maintained regularly by school authorities.
- n.** Power transmission lines are not to pass through schools.

Chapter 2

PREVENTION AND RESPONSE TO VIOLENCE AGAINST CHILDREN (VAC) IN SCHOOLS

2.1 Policy Objective

Ensure that child protection and immediate response practices are institutionalized in schools and focused on ending violence against learners.

2.2 Policy Statement:

The FCT Education Secretariat and its relevant boards and departments (FCT Universal Basic Education Boards, Secondary Education Board, Department of Science Technology, and Innovation, DME) shall be required to provide active support for the prevention of and response to violence in schools.

2.3 Strategies:

- i. Effective use of the PTA forum in every school for creating awareness on the risk of violence against children both in the home and at school, and educating teachers, non-teaching staff and parents on the use of positive discipline methods.
- ii. Teaching learners the skills that will help them cope and manage challenges without resorting to violence and informing them of where to seek assistance when any violence is perpetrated against them. This is crucial for reducing violence in schools.
- iii. Putting in place a mandatory reporting mechanism in the school which makes it obligatory for incidents of violence to be reported to the school focal point teacher or the relevant school authority.
- iv. Promoting and providing support services for learners, such as counseling, and prompt referrals to child protection service providers, such as social welfare officers, medical services in hospitals, law enforcement

agencies (police, Nigeria Security and Civil Defense Corps).

- v. Ensuring that perpetrators of violence are held accountable for their actions through the enforcement of laws and policies that protect children. This sends a strong message to the school community that violence is unacceptable and will always be punished.
- vi. Continuous training and re-orientation of teachers and other key actors on developments and emerging issues regarding violence against children.

1.4 **Measure**

- i. *Provide hotlines and help lines in the school to aid learners and their families to find information and assistance related to violent acts and to make urgent reports of incidents of violence.*
- ii. *Introduce the teaching of violence-prevention and child protection notions in both basic and post-basic education curricula. This proposition stands firmly on a tripod:*
 - a. *Create awareness for learners on what constitutes violation of a child's rights by using the platform of the relevant subject.*
 - b. *Infuse conflict resolution programmes into the relevant subjects in the curriculum, from Primary 4 to SS 3, to develop such skills as empathy, self-regulation, tolerance, mediation and peace building. From early childhood care and development (ECCD) to Primary 3, the focus should be on social and emotional aspects of learning, with particular attention on understanding and managing feelings.*

- c. *Develop resource materials on topics related to the rights of the child, violence against children and how to mitigate this vice, gender equity, non-discrimination and so on.*
- iii. *Provide hotlines and help lines in the school to aid learners and their families to find information and assistance related to violent acts and to make urgent reports of incidents of violence.*
 - a. *Make available structured referral, tracking and response procedures to be adopted when an act of violence is perpetrated against a learner.*
- iv. *Use school-based programmes, such as well-organized recreational and sports activities, peer support systems, academic enrichment programmes and regular talks at assemblies, to promote strong social messages that present violence as an unacceptable offence in the school.*
 - a. *Provide services that promote recovery and long-lasting reintegration of child survivors (i.e., learners who have suffered violence and abuse) into the normal school routine; such services might include remedial classes, counseling, special care and monitoring to prevent reoccurrence of violence.*
- v. *Make available structured referral, tracking and response procedures to be adopted when an act of violence is perpetrated against a learner.*
- vi. *staff induction and training programmes needed to ensure that all staff know what the school expects of them and what should be done when there are cases of violence against children in the school.*

- a. Put in place a school-specific staff code of conduct, not at variance with the Teachers Code of Conduct developed by the Teachers Registration Council of Nigeria (TRCN), which will enable all staff to understand their professional boundaries when working with learners and what is and is not acceptable behaviour.
- b. Set up a disciplinary procedure for handling allegations against a staff member perpetrating violence and abuse on learners. For public schools, the procedure should be in tandem with the extant Public Service Rules and the Teacher's Code of Conduct produced by TRCN, while private schools are at liberty to develop school-specific disciplinary procedures which shall not be against the Teacher's Code of Conduct by TRCN

Chapter 3

Disaster Management

3.1 Policy Objective

Ensure effective implementation of disaster management plans and its sustainability in the management of disaster in the FCT education sector.

3.2 Policy Statement

The FCT Education Secretariat, departments, boards and local education authorities should ensure effective planning, monitoring, and evaluation of disaster management plans, through formation of relevant committees to address needs identified in the risk assessment.

3.3 Strategies

- i. Formation of disaster management planning committee.
- ii. Enhancing the understanding, sensitivity and overall capacity of stakeholders for disaster management.
- iii. Specialized Training and Skills Training

3.4 Measures

- i. **Disaster Management Committee**
 - a. Form an inter sector committee to plan for disaster prevention and management at the FCT level that would impact education.
 - b. **Set up disaster management committees at the FCT Education Secretariat, Area Councils and school levels** for timely responsiveness and effectiveness in disaster management.
 - c. Engage safety professional to conduct school safety and security audit in schools.
 - d. School administrators and school safety focal persons shall incorporate the findings of school safety and security audits into school development plans.

- e. Build in monitoring and evaluation plans to ensure sustainability of implementation.
- f. Agencies in charge of disaster management and response and other relevant agencies should provide updates in the disaster management plans to schools as well as disaster monitoring and mitigation skills (DMMS).

ii. Strengthening the capacity of stakeholders for disaster management

- a. Provide disaster management committees with relevant information needed to plan and implement disaster management in the schools and surrounding communities.
- b. Train relevant stakeholders in schools (students, teachers, and non-teaching staff) on safety, security and child protection as key components of safety and security in schools.
- c. Equip the stakeholders with strategies to prevent, mitigate, and respond to emergencies, while building the resilience of already affected people. Such trainings may include hazard types, early warning signals, preparedness, disaster risk reduction, emergency response, emergency and crisis instructions, mitigation actions, first aid and basic life support.
- d. Provide personal and group counseling and support to affected learners and staff following a disaster.
- e. Conduct unified awareness programmes for learners to engage in discussions, street plays, drawing competitions, quiz competitions, essay or slogan writing and demonstrations as proven ways of imparting risk reduction and safety knowledge.

- f. FCT Education Secretariat, boards, and departments with input from disaster management and other relevant agencies shall create further awareness on security among schools and communities through rallies, games, matches and other community-level activities.

iii. Training at the School Level

- a. Train learners, school administrators, focal point teachers, teaching and non-teaching staff on school safety concepts and activities related to executing their responsibilities.
- b. Psychosocial support and trauma management skills shall be provided by school management and relevant agencies for learners and personnel performing disaster management and rescue duties.
- c. Each school's security committee is to be trained to assess safety needs, develop plans, and carry out safety audits, which are to be conducted quarterly. These audits include checks to ensure that facilities and resources within the school are provided and maintained, such as safe water and sanitation (including hygienic and gender-sensitive toilets), first aid kits, fire extinguishers and strategically positioned CCTV. The integrity and background of security men to be employed must also be established.
- d. Disaster Management Curriculum: Develop a culture of safety among learners, teachers, educational personnel, and the larger school community.
- e. FCT Education Secretariat, relevant boards and departments, FCT College of Education and other agencies supporting curriculum development to ensure

awareness creation and use of the existing disaster risk reduction curriculum.

- f. FCT Education Secretariat and other relevant agencies to provide training in health promotion strategies, disease prevention concepts, health-enhancing behaviors and life skills.

Chapter 4

Risk and Resilience Education

4.1 Policy Statement:

FCT Education Secretariat and its departments and boards should institute risk education and resilience building in and among persons within the school communities.

4.2 Policy objective:

To strengthen institutional capacity to prevent, mitigate and provide timely recovery in disaster management.

4.3 Strategies

The strategies for institutionalizing Safety and Security and resilience in the FCT schools are as follows:

- i. Requiring FCT NEMA to integrate safety and security in schools into its emergency preparedness and response mandate.
- ii. Requiring the FCT Education Secretariat, through the relevant boards/departments, to fully integrate risk and resilience education into the national curriculum beyond the basic education level to the post-basic and tertiary levels of education.
- iii. Expressly including risks and resilience trainings for teachers, non-teaching staff and other key actors and safety education for learners as part of the core mandates of the FCT Education Secretariat.

4.4 Measures

- i. The school disaster management committee (SDMC) at the basic and post-basic levels and the learner affairs office at the tertiary level should raise awareness on personnel safety management. These should include early warning and building resilience practices into formal and informal education.

- ii. The roles of school-based management committees (SBMCs), SDMCs and learner affairs offices should include creating and strengthening safety awareness into school orientation or departmental programmes in tertiary institutions. Periodic pep talks during assemblies or cultural days for basic education should be encouraged.
- iii. Ensure the regular monitoring of the school environment (inside and outside the school) with a view to identifying weapons or any other harmful instrument or potential danger.
- iv. Ensure, with necessary approval from appropriate authorities, that learners are subjected to drug tests upon reasonable suspicion of drug use.
- v. Search any learner or group of learners or the property of a learner or group of learners for any dangerous object or illegal drug, upon reasonable suspicion of possession of such prohibited items.
- vi. A list of emergency telephone numbers shall be compiled and shared to all members of the school community. The emergency numbers shall include that of the police, fire service, hospitals (within the locality), ambulance services, Federal Road Safety Corps and nearest medical doctors. These numbers shall be posted in strategic places on school premises and updated regularly.
- vii. For prompt action in cases of injury, governments and all school owners shall ensure that all staff undergoes mandatory training on first aid and emergency management. The school head shall ensure that first aid

kits are placed at vantage areas within the school premises. The first aid kits shall be replenished regularly.

4.5 Strategies in Schools during Armed Conflict or in Conflict Areas

i. Armed Conflicts

Armed conflicts or conflict vulnerability create unsafe and unsecure environments for learners and school personnel and can expose them to different forms of human rights violations, including those that threaten their right to life.

ii. Effects of Armed Conflicts

Armed conflicts affect education negatively; they can expose learners to trauma, psychological crises, mental health disorders and physical abuse. Disruption can lead to suspension of classes, which can last for long periods, and schools may end up being used as temporary evacuation centers.

iii. Alleviating Armed Conflicts

The FCT government at all levels should liaise with relevant authorities to provide required environment to prevent, mitigate and address armed conflicts:

- a) Create peace building programs involving parents. Build and sustain participative structures and caring relationships among the school, families, and the community. Peace concepts and values that promote a culture of peace may include spirituality; human rights; non-violence; social justice; interfaith

and intercultural solidarity; respect for diversity; common humanity; oneness with nature; human security; critical thinking; conflict resolution; conflict management and transformational skills; and the attitude of caring, empathy, and compassion.

- b) Promote value systems that encourage safety and security consciousness and discourage violent behavior among learners and teachers.
- c) Take measures to ensure the involvement of female learners and teachers, as well as gender specialists, in the development of security protocol and strategies to prevent abductions of female learners and school-related gender-based violence (SGBV) and to mitigate harm caused by such abuses.