



**POLICY GUIDANCE FOR NIGERIAN SCHOOLS**  
**An Essential Guide for Nigerian Schools and Educators**

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## 2. STAFFING

### 2.1 VETTING OF STAFF & VISITORS

#### *OUTCOME*

*THERE IS CAREFUL SELECTION AND VETTING OF ALL STAFF/PERSONNEL WORKING WITHIN THE SCHOOL AND ADEQUATE MONITORING OF VISITORS TO PREVENT STUDENTS' EXPOSURES TO POTENTIAL ABUSERS.*

1. **There should be a written record on the recruitment process of all staff in the school in line with appropriate policies and procedures (checking references, police records etc).**
2. The certified person's (e.g. Admin Manager/School Administrator/Human Resources Manager) system for recruiting all staff, volunteers and others who work with students in the (boarding) school – or are likely to have contact with students – should be one that effectively captures any criminal convictions or other concerns. Specifically the system needs to effectively evaluate the person's suitability to work in a school environment without being a threat of harm/abuse to the students.
3. In cases of expatriate staff, it is necessary to ensure such candidates can provide and submit valid evidence that they have passed relevant police checks, academic and personal references. These should be cross checked with the relevant police authority, individuals and organisations before offering any form of employment. Further, expatriate teachers must be registered with the TRCN as per [TRCN 2003 \(3.1\)](#). All relevant documents should be filed accordingly.
4. No staff should be employed without conducting appropriate criminal checks or validating references submitted.
5. It is the responsibility of the (boarding) school to ensure reasonable, practical steps are taken to safeguard students who are driven by taxis/commercial vehicles by assigning appropriate staff to accompany them on their journey.
6. Any visitor to the (boarding) school without prior satisfactory checks should not be given unrestricted access and should not be allowed unsupervised access to the school under any circumstances.
7. There should be clear policies and implemented procedures in practice for monitoring such people. A system that records all visits made to the

# 3. QUALITY OF CARE

## 3.1 HEALTH, SAFETY & SECURITY

### *OUTCOME*

*STUDENTS AND STAFF LIVE AND WORK IN AN ENVIRONMENT THAT IS HEALTH AND SAFETY COMPLIANT.*

1. **Positive steps should be taken to keep staff, students, visitors and other stakeholders safe from risks of fire and other health and safety hazards whilst in the (boarding) school.**
2. Risk Assessments (identifying hazards, estimating level of risk to health, safety or welfare from the hazards identified, and identifying action(s) to be taken both to reduce risk to an acceptable level where practicable and to avoid unnecessary or unreasonable risks) should be carried out on the (boarding) school, recorded in writing, regularly reviewed and action plans strictly adhered to.
3. The (boarding) school's certified designated personnel (e.g. Health and Safety Officer) should regularly review the implementation and effectiveness of action identified as a result of risk assessments executed.
4. There should be outlaid, planned responses to the range of foreseeable crises such as fires, illness outbreaks, emotional trauma, significant accidents, staff shortages and control problems within or outside the (boarding) school, and any major incidents or crises since the last inspection have been carried out. Gas installations should be inspected periodically, at least annually. Electrical installations and fittings etc. should also be checked regularly. Food should be stored and prepared according to the mandate and guidelines designed by the Federal Ministry of Health in the National Policy on Food Hygiene and Safety. Recommendations and laws must always be strictly adhered to.
5. Emergency evacuation procedures and drills should be familiar to all students and staff, including those for use at night, in case of fire etc.
6. The requirements of the local fire authority should be implemented to the timescale agreed depending on any local arrangements agreed:
  - Fire drills including evacuation of students and staff from the building to identified Assembly Points, and fire drills held at night, should take place periodically and are recorded.

# 6. COMPLAINTS & PROTECTION

## 6.1 COMPLAINTS & REPRESENTATION

### *OUTCOME*

*ANY COMPLAINT WILL BE ADDRESSED WITHOUT DELAY AND THE COMPLAINANT IS KEPT INFORMED OF PROGRESS.*

1. **Clear procedures for complaints should be in place and students should be encouraged to complain if they are unhappy with any aspect of being in the (boarding) school. All complaints should be duly addressed and responded to within the agreed period of time written in the school's policy, and concerned students should be kept informed of the progress.**
2. Others (e.g. parents, families, independent visitors etc.) should be provided with information on how to complain. The (boarding) school's complaint's procedure:
  - Enables students, staff, family members etc. to make both major and minor complaints.
  - Precludes any person who is the subject of a formal complaint from taking any responsibility for the consideration of, or response to, such complaints.
  - Expressly forbids any acts of vengeance against students or anyone making the complaint.
  - Includes provision for both informal attempts, such as negotiation, arbitration and mediation at resolving complaints, and permits the matter to be pursued further if the complainant is not satisfied with the outcome of such informal approaches.
  - Requires a written record to be made and kept containing details of the complainant, date and nature of complaint, action(s) taken and outcome(s).
  - Does not restrict complaint subject issues.
  - Provides priority for crucial issues (e.g. issues relating to child protection).
  - Provides appropriately for allegations made against senior members of staff, staff in management positions etc.
  - Is accessible to all students across the school in suitable forms – enabling complaints to be made on behalf of students, provided the child consents to this.
3. There should be a procedure for handling external complaints (e.g. those from neighbours etc.).

# APPENDIX IV:

## EDUCATION (NATIONAL MINIMUM STANDARDS AND ESTABLISHMENT OF INSTITUTIONS) ACT OF 1985

An Act to deal, amongst other things, with the specification of various authorities empowered to prescribe minimum standards of education in Nigeria; and to impose penalties for contravention of its provision.

**NOTE: Only relevant sections of the Act relating to schools have been included**

### PART 1: MINIMUM STANDARDS ETC. IN INSTITUTIONS

#### 1. PRIMARY EDUCATION

*Minimum standards for pre-primary and primary institutions.*

- a. The responsibility for the establishment and the maintenance of minimum standards in pre-primary and primary schools and similar institutions in the Federation is hereby vested in the Minister.
- b. In prescribing to sub-section (1) of this section, the minister shall have regard to the matters mentioned in section (2) and (3) of this Act.

#### 2. PURPOSE OF PRE-PRIMARY EDUCATION

*The purpose of pre-primary education shall be:*

- a. to effect a smooth transition from home to school;
- b. to prepare the child for the primary level of education;
- c. to provide adequate care and supervision for children while their parents are away from home either at work, on the farms, in the markets or the offices or otherwise howsoever.
- d. to inculcate in the child the best of social norms
- e. to inculcate in the child the spirit of inquiry and creativity through the exploration of nature and the local environment, playing with toys and indulging in artistic and musical activities.
- f. to instil in the child the need for co-operation with others and team spirit;
- g. to teach children the rudiments of numbers, colours, shapes and forms through play; and
- h. to teach children good habits, especially good health habits.

#### 3. PURPOSE OF PRIMARY EDUCATION

*The purpose of primary education shall be:*

- a. the inculcation of permanent literacy and numeric ability, and the ability to communicate effectively;
- b. the laying of a sound basis for scientific and reflective thinking;
- c. citizenship education as a basis for effective participation in, and contribution to, the life of the society;
- d. character and moral training and the development of sound attitudes;

# POLICY GUIDANCE FOR NIGERIAN SCHOOLS

## An Essential Guide for Nigerian Schools and Educators

- FOR CRÈCHE, PRIMARY, SECONDARY & DAY (BOARDING) SCHOOLS
- GUIDANCE FOR ENSURING THE WELFARE OF PUPILS AND SMOOTH RUNNING OF THE SCHOOL
- CONTAINS LEGISLATION, REGULATIONS AND POLICIES GROUPED UNDER A SERIES OF TOPICS: PLANNING FOR CARE, QUALITY OF CARE, STAFFING, COMPLAINTS AND PROTECTION, CARE AND CONTROL, ENVIRONMENT, MANAGEMENT AND ADMINISTRATION

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