



REPUBLIC OF MAURITIUS

SCHOOL MANAGEMENT MANUAL

GUIDELINES TO HEADTEACHERS



Bien préparer pour mieux gérer et bien gérer pour mieux éduquer

MINISTRY OF EDUCATION & HUMAN RESOURCES

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The objective of this manual is to provide broad guidelines to Head Teachers to help them in the proper management of their schools as they are

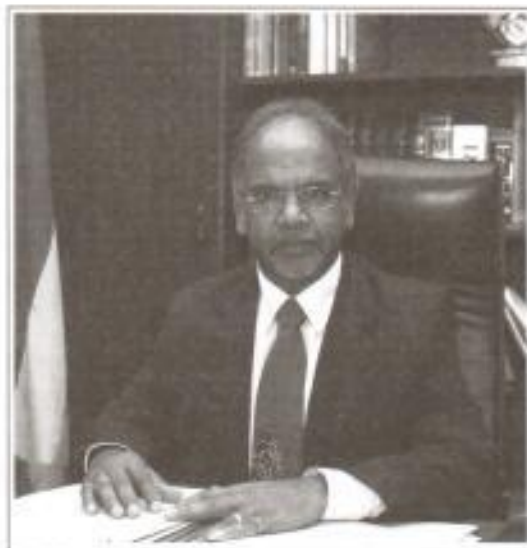
- Managers of one of the most important institutions in our society,
- Educators and pedagogical leaders of a team involved in the improvement of the quality of teaching-learning and
- Social workers playing a major role in the link between school and the community.

This manual is only a guide to Heads of schools and should eventually be enriched and supplemented by the personal initiatives of those to whom it is proposed.

This manual does in no way replace the "Education Act" or "Circulars" sent to schools.

It is believed that this manual will serve as a useful tool for Head Teachers and will help them to forge ahead in fulfilling their professional obligations with confidence and serenity.

MESSAGE FROM THE MINISTER



Hon Dharam Gokhool

In a world, which is constantly changing socially, economically and technologically, all of us must from time to time review our strategies and change our mindset to adapt and cope with the emerging situations.

Heads of schools occupy leadership positions by the very nature of their job. They are the most important agents of change. Many of you do your work with the experience acquired on the field-while others need to be supported in the performance of their tasks.

This manual, it is hoped, will be helpful in your endeavours. It is meant to be a reference document to help you better understand your responsibilities, your duties and your roles as school leaders.

This is an integral part of our collective efforts to fulfill the objective of ensuring a World Class Quality Education for our children. In this venture, therefore, always remember that leadership in our schools is not an option but a *sine qua non* to sustain the quality dimension in schools through unflagging effort and dedication.

D. Gokhool
Minister

INTRODUCTION

Schools with a positive and welcoming climate increase the likelihood that students succeed academically and are fully equipped to play their roles as good citizens in adulthood. In a positive school climate the caring attitude of the school can be experienced by all stakeholders.

The Head Teacher is the main actor who decides how to bring about and maintain such a climate. S/he does that through consistent identification of students and adults for participation in cooperative activities, brainstorming with students, staff and parents and bringing about simple changes that could make the school a more enjoyable place to be in.

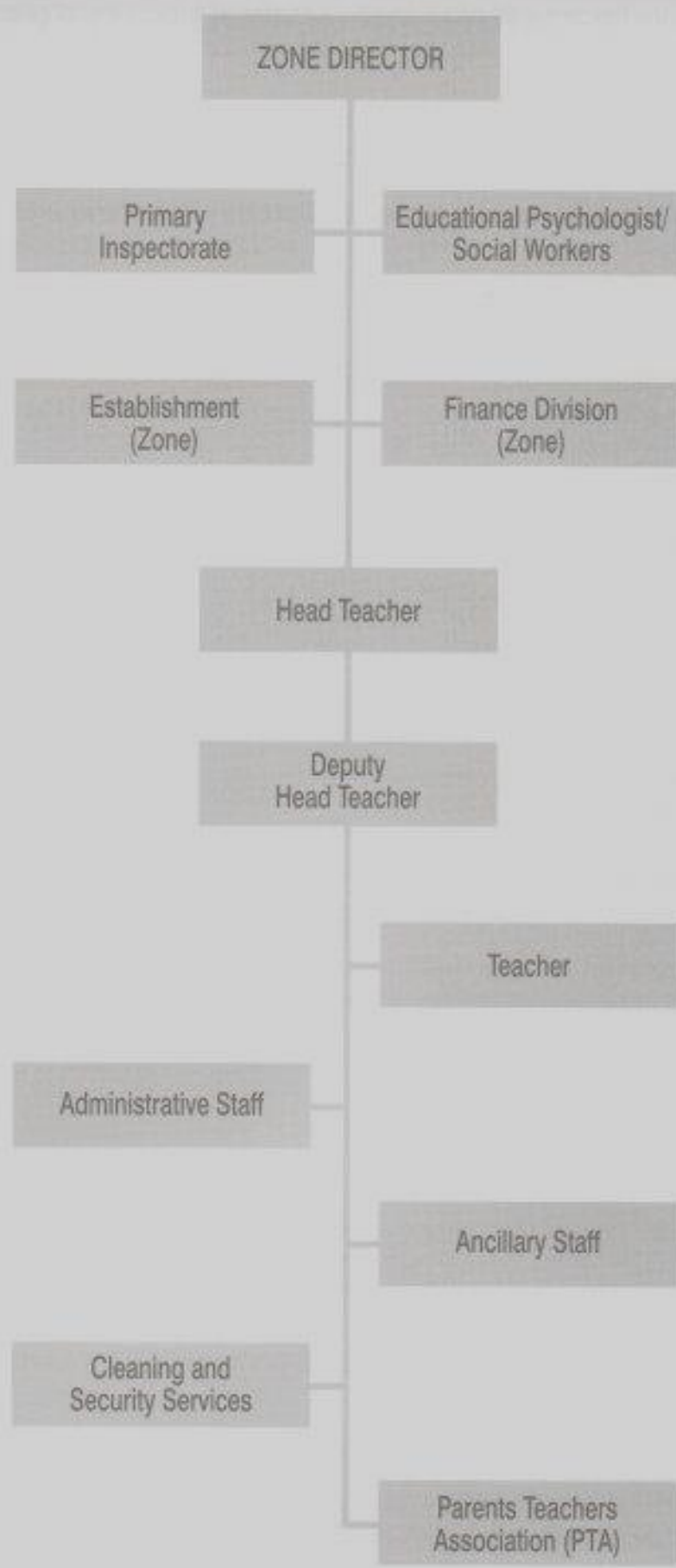
The Head Teacher expresses himself/herself in positive terms, acts as the role model, is consistent in his/her approach, rewards students and members of the staff, acknowledges the school rules, is fair and, in practice, makes everybody happy.

This document attempts at helping Head Teachers bring in that positive climate to schools and make our schools living, breathing and dynamic institutions to be proud of.

SCHOOL OBJECTIVES

- To ensure that pupils become literate (equally ICT-literate) and numerate by the time they leave primary schools
- Inculcate sound values and attitudes to make pupils become responsible citizens
- Pass on the heritage of the past and prepare the child to meet the demands of tomorrow's society
- Coordinate programmes and activities relating to the improvement of Quality in Education
- Collect, analyse, produce and disseminate data on the progress of pupils
- Establish linkages with and embed the school within the community
- Implement projects initiated by the Ministry of Education & Human Resources

ORGANISATIONAL CHART



CORE RESPONSIBILITIES

- **Director** – To ensure the implementation of educational policies and manage issues pertaining to primary and secondary schools in each Zone.
- **Primary Inspectorate** – Monitor pedagogical and management issues in schools and help professionalise the services of Heads of schools and staff.
- **Educational Psychologist** – Look into cases of pupils with behavioural problems.
- **Social workers** are the links between the schools and the parents. They also liaise with the community in the vicinity of the school.
- **Establishment section** is responsible for such establishment matters as leaves and posting of ancillary staff to schools.
- **Finance division** handles all matters related to expenses to be incurred in each Zone.
- The **Head Teacher** manages and administers the school and ensures implementation of the School Development plan.
- The **Deputy Head Teacher** conducts classes and helps the Head Teacher to run the school.
- The **teacher** is involved in the teaching and learning process.
- The **administrative staff** is concerned with the handling of data and reports and administrative support to the Head of school.
- The **cleaning service** is responsible for the cleanliness of the school premises and the **security service** caters for the safekeeping of whatever item is found at school.
- The **PTA** in collaboration with the Head Teacher discusses and proposes ways and means as to how to bring improvement in the school.

MANAGEMENT OF SCHOOL RESOURCES

The challenge to School Management is enormous. Only progressive, efficient and effective schools can look forward to better days and only knowledgeable Head Teachers can hope to succeed.

Head Teachers must have, together with technical knowledge, an intuitive grasp of what is required to organise and lead effectively. The Head Teacher as a good manager should possess the different skills of resource management, the main ones being:

- A Management of Physical Resources
- B Management of Financial Resources
- C Management of Human Resources

A MANAGEMENT OF PHYSICAL RESOURCES

1. INFRASTRUCTURE

1.1 DAMAGE

The Head Teacher should ensure that damage to any part of the school compound is regularly identified and timely remedial actions initiated.

- 1.1.1 Minor repairs should be carried out at school level and funds from School Imprest should be put to good use. The cooperation of the staff, members of the PTA and skilled workers in the community may also be enlisted.
- 1.1.2 Major repairs should be reported to the Zonal Directorate for necessary action and closely monitored.
- 1.1.3 Whenever part of the school premises (playground or building) is made available to the community, it must be clearly spelt out that any damage caused to the infrastructure should be made good by the community itself.

1.2 MAINTENANCE

The Head Teacher must ensure that proper maintenance of the infrastructure and yard is carried out regularly to avoid unwarranted damage.

- 1.2.1 Sweeping of classrooms and dusting of furniture should be effected daily. However, at least two classrooms and part of the building like the verandah and staircase should be washed every week.
- 1.2.2 The school yard and gardens should be regularly embellished and properly maintained.
- 1.2.3 Cleaning of the water tank should be carried out **every time the school is closed for a long vacation in line with Circular No. 38 of 2004 & the Quality Initiatives document.**
- 1.2.4 The septic tank should be emptied at least once yearly.

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- 1.2.5 Glass panes should be washed at least once every term and all broken glass panes should be replaced promptly.
 - 1.2.6 A new coat of renovator should be applied to blackboards once every term.
 - 1.2.7 School vacations should be the time for a 'spring cleaning' of the whole school compound.

1.3 CONSTRUCTIONS AND INSTALLATION

- 1.3.1 No extension/modification to the existing infrastructure should be made without the Ministry's approval.
- 1.3.2 The Head Teacher's Office, the Stores, the Multimedia Lab, the Library should be provided with burglar-proofing.
- 1.3.3 Electrical wiring should be done by professionals and safety norms respected. The Head Teacher should contact the Energy Services Division (ESD) for advice through an official letter copied to the Zonal Directorate.

2.1 FURNITURE AND EQUIPMENT

- 2.1.1 The Head Teacher makes requisition for books, furniture, equipment and other materials needed at school to the Zonal Stores on Store Form SF 5 through the Zonal Director.
- 2.1.2 In case small items urgently required are not available at the Zonal Stores, the Head Teacher may contact the PTA for the purchase of same.
- 2.1.3 Any item purchased by the PTA or donated by individuals or organisations is considered as school property. Such items should be immediately taken on charge in the Stores Ledger.
- 2.1.4 Proper handling and maintenance of equipment (TV Set, VCR, Photocopying machines, computers, etc) are essential to avoid unwarranted damage. Equipment register is to be kept up to date.

2.2 SERVICING AND DISPOSAL

- 2.2.1 Servicing of equipment and repairs of furniture should be a regular feature. A time frame should be established.
- 2.2.2 Only furniture which is beyond repairs should be disposed of. The Head Teacher should not dispose of any furniture or equipment without prior authorisation from the Zonal Directorate.

2.3 STORAGE

- 2.3.1 The Stores Ledger should be kept up to date with all items properly balanced.
- 2.3.2 An inventory list of all items found in each room should be displayed for control. Such list should be regularly updated and a copy kept in the office for ease of reference. A master inventory list is also to be affixed in HT's office.

- 2.3.3 Strict safety measures concerning storage should be taken.
- 2.3.4 A special room should be provided for storage of foodstuffs, if any.
- 2.3.5 Chemicals and dangerous products (detergent, disinfectants, etc.), if any, should be kept under lock and key in a safe place and out of the reach of pupils.
- 2.3.6 A proper handing-over has to be ensured whenever officers are transferred.
- 2.3.7 Unserviceable and obsolete items should be written off and disposed of after prior authorisation has been received from the Central Stores.
- 2.3.8 Necessary steps should be taken at all times to prevent damage being caused to school property.
- 2.3.9 Any loss, shortage, damage or deterioration of any stored item should be reported to the Zonal Directorate.
- 2.3.10 Thefts and acts of vandalism should immediately be reported to the Police, the Zonal Directorate and Headquarters.
- 2.3.11 The Head Teacher and his/her Deputy are the only custodians of all keys of the store rooms. [Re: Circular ME/ST/16/104 of 19 March 1995 – Stores Procedures in Schools].

B. MANAGEMENT OF FINANCIAL RESOURCES

1. FUNDS

As any other organisation, a school needs funds for its proper running. All funds raised and donations received from any source should be credited to the PTA account. All revenues and expenditures should be closely monitored.

1.1 SOURCES OF FUNDS

- 1.1.1 Most of the funds are provided by the Ministry and are meant for specific purposes.
 - (i) Basic Grant To meet the cost of minor repairs
 - (ii) Per Capita Grant To meet such expenses as Independence Day Celebrations, etc.
 - (iii) Matching Grant To meet the cost of minor repairs and small projects for the improvement of school facilities and the school environment. Priority should be given to projects such as the purchase of audio-visual equipment, the construction of waste bins, etc.
 - (iv) Imprest To meet the cost of urgent minor repairs, e.g. broken taps/ water pipes, broken window panes, etc.
- 1.1.2 Unless otherwise notified, application for the above funds should be made on the prescribed form and should be submitted to the Ministry by the 31st August of each year.
- 1.1.3 Other funds are generated by activities organised by the PTA and are meant for specific projects by the Managing Committee:
 - (i) Lotteries – (*corbeille ménagère*)

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- (ii) Charity Walk
 - (iii) Fancy Fair and/or Bring and Buy
 - (iv) PTA Fund – Contributions from parents
 - (v) Sales Exhibition, etc

- 1.1.4 Such activities should not be carried out without prior permission from the relevant authorities (Ministry, Zone Directorate and Police).
- 1.1.5 The school canteen run by the PTA is an important source of revenue. It should be contracted out yearly.
- 1.1.6 Donations – No donation from foreign countries/embassies should be accepted without clearance from the Ministry.

1.2 USE OF FUNDS

- 1.2.1 A judicious use should be made of all funds after priorities have been established.
- 1.2.2 Nobody should dispose of any money from the funds without authorisation from the PTA Committee.
- 1.2.3 Cheques for payment of expenses incurred by the school should bear the signatures of both the President and the Treasurer of the PTA.
- 1.2.4 A cashbook should be kept by the treasurer.
- 1.2.5 All purchases should be covered by a receipt.
- 1.2.6 Projects costing over R 5,000 should go through tender and approved by the Zone Directorate.
- 1.2.7 At the PTA Annual General Assembly, the balance sheet of the PTA accounts should be presented for approval after verification of same by the two auditors.
- 1.2.8 Any payment made out of the school funds should be acknowledged by the recipient.

C. MANAGEMENT OF HUMAN RESOURCES

To manage efficiently and effectively his/her school, a Head Teacher needs to delegate responsibilities. Involvement of the staff at all levels is therefore important. Staff, however, should know clearly what is expected of them and what the outcomes should be.

1.1 THE HEAD TEACHER

- 1.1.1 Is assisted by the Deputy Head Teacher(s) (GP/AL) and forms with them the Management Team.
- 1.1.2 Organises the work at school.
- 1.1.3 Holds regular Morning Assembly (at least twice a week).

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- 1.1.4 Holds regular meetings with Staff and PTA.
 - 1.1.5 Ensures the welfare of both the staff and pupils.
 - 1.1.6 Keeps an up to date record of absences, late arrivals and early departures among the staff.
 - 1.1.7 Approves leaves according to existing regulations.
 - 1.1.8 Allocates classes as per established criteria.
 - 1.1.9 Sets up Committees as and when required.
 - 1.1.10 Delegates specific responsibilities to Deputy Head Teacher(s).
 - 1.1.11 Is responsible for the collective formulation of the School Development Plan (SDP).
 - 1.1.12 Advises on/monitors the Lesson Plan, Lesson Notes, preparation and running of examinations and assessments.
 - 1.1.13 Establishes good working relations with the Community.

1.2 THE HEAD TEACHER AND THE TEACHING STAFF

The Head Teacher has to ensure that:

- 1.2.1 Replacement of an absentee is made as soon as the absence of a class teacher is reported/noted.
- 1.2.2 The replacing teacher does not perceive his task as merely that of a supervisory nature but undertakes effective replacement by carrying out the programme of the absent teacher.
- 1.2.3 Every teacher has an official time-table and adheres to it.
- 1.2.4 All members of his/her staff are involved in extra-curricular activities.
- 1.2.5 Staff meetings are organised regularly at least once monthly and properly recorded.
- 1.2.6 Conflicts are dealt with impartially and tact.
- 1.2.7 Special aptitudes of teachers are exploited to the maximum for the benefit of the pupils.
- 1.2.8 PTA Committee meets regularly and whenever the need arises.
- 1.2.9 An open door policy vis-à-vis staff, pupils and parents is practised.
- 1.2.10 Parents call at school only at specified times.
- 1.2.11 Good relations and contact with the public are maintained through the PTA.

1.3 THE HEAD TEACHER AND THE PUPILS

The Head Teacher:

- 1.3.1 Provides pupils with the fullest opportunity for their physical, intellectual, social, moral and emotional development.
- 1.3.2 Gives them necessary attention.

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- 1.3.3 Sees to it that the school is a second home to the pupils.
 - 1.3.4 Ensures that pupils benefit fully from Pastoral Care, Psychological and Health Services.
 - 1.3.5 Oversees the pupils' health, food and clothing.
 - 1.3.6 Sees that pupils behave properly at school.
 - 1.3.7 Monitors pupils' daily attendance and informs the Zonal Directorate of long absences of pupils.
 - 1.3.8 Meets parents to discuss absenteeism and other issues related to their wards.

1.4 ANCILLARY STAFF

The Head Teacher sees to it that every member of the non-teaching staff:

- 1.4.1 Is on time for duty.
- 1.4.2 Stays on school premises during working hours except when sent outside on official business.
- 1.4.3 Does not leave school premises before the official time of departure.
- 1.4.4 Is in attendance on Saturdays and during school holidays as required.
- 1.4.5 Records his/her time of arrival, departure each time he/she moves in or out of the school premises.
- 1.4.6 Is decently dressed.
- 1.4.7 Behaves properly.
- 1.4.8 Discharges his/her duties according to his/her appropriate scheme of duty.
- 1.4.9 Uses proper language.
- 1.4.10 Does not bully pupils.
- 1.4.11 Is not involved in personal business during working hours.
- 1.4.12 Is not under the influence of alcohol on school premises.
- 1.4.13 Does not smoke on school premises.

CIRCULARS

It is the duty of the Head Teacher to ensure that the contents of all circulars sent to schools by MoE & HR are implemented. All members of the staff are to sign same after having taken cognizance of recommendations made or instructions given.

Circulars are to be kept in a file with an index carefully recorded and must be made available whenever required for reference. Leaflets and brochures sent to schools should also be readily available.

A file with copies of standing circulars such as use of 'mobile phones in schools' dated 22 September 1999, 'cyclones: precautions to be taken' dated 22 January 1996 and 3 December 1999 or 'cleaning of toilets and school premises' dated 6 April 2007 is to be carefully kept handy for ease of reference.

CHAPTER TWO

COMMUNICATION

1. ACTIVITIES RELATED TO INTERNAL AND EXTERNAL COMMUNICATION

1.1 Effective internal communication is essential for:

- 1.1.1 Collecting and passing on sensitive information and views.
- 1.1.2 Raising and discussing important issues.
- 1.1.3 Giving and seeking advice.
- 1.1.4 Analysing possible solutions and taking actions.
- 1.1.5 Sharing ideas and setting objectives.
- 1.1.6 Coordinating actions and solving problems.
- 1.1.7 Clarifying aims and working towards the same goals.
- 1.1.8 Establishing links and improving existing interpersonal relationships.
- 1.1.9 Creating a comfortable and pleasant work atmosphere.
- 1.1.10 Enhancing the managerial system to achieve better results.
- 1.1.11 Encouraging, rewarding, congratulating and giving recognition.
- 1.1.12 Bringing down barriers, clearing away misunderstandings and conflicts.
- 1.1.13 Increasing efficiency and effectiveness.
- 1.1.14 Relieving work pressure.
- 1.1.15 Securing the views of all stakeholders.

1.2 The Head Teacher therefore should:

- 1.2.1 Hold well-planned monthly meetings with all stakeholders (e.g staff, PTA, community, school inspector).
- 1.2.2 Communicate ideas in simple and direct terms (oral/written).
- 1.2.3 Transfer information, without any omission or distortion.
- 1.2.4 Avoid misinterpretation of views, actions, etc.
- 1.2.5 Listen to all stakeholders.
- 1.2.6 Be a leader.

The Head Teacher should send reports of all meetings/incidents/issues to Zonal Directorate and retain copies of these for record purposes and follow-up action.

2 EXTERNAL COMMUNICATION

2.1 Communication with the Zonal Directorate should be well-established:

- 2.1.2 Communication with the Ministry should normally go through the Zonal Directorate.

2.1.3 Inspectors may be requested to facilitate transmission of any communication to Zonal Directorate.

Head Teachers have to report to the Zonal Directorate directly or through the Inspector on:

- (i) all administrative/establishment/financial matters
- (ii) all pedagogical issues – assessment, excursion, ... etc.
- (iii) all serious incidents at school (refer to relevant circular) with copies urgently forwarded to headquarters
- (iv) all losses or thefts
- (v) changes in phone number, fax number or address.

2.2 Communicating with other Ministries, Parastatal bodies, and private sector is not allowed without prior approval of the Zonal Directorate/Head Quarters.

2.3. When organising activities/excursion, etc, the Head Teacher, as coordinator between school and parents, should:

2.3.1 Inform parents of the usefulness of the participation of their ward(s) and get their consent in writing.

2.3.2 Ensure that all precautionary measures have been taken for the security of pupils.

2.3.3 Ensure that activities proposed are in line with the relevant Ministry Circulars.

2.3.4 See to it that no harm whatsoever is caused to the pupils' cultural beliefs or traditions.

2.3.5 Limit the participation in these activities if he feels that same will disrupt the smooth functioning of the school.

2.3.6 Submit a detailed plan of itinerary to Zonal Directorate for approval.

MANAGEMENT OF PEDAGOGY

1. THE HEAD TEACHER – AN INSTRUCTIONAL LEADER

Head Teachers equipped with their background as teachers and the managerial experience, as DHTs are in a good position to create awareness for change and support implementation of latest teaching/learning techniques.

The Head Teacher is expected to know the following:

- the Primary Curriculum
- the syllabuses of all the classes of the Primary school
- the curriculum reforms
- the new trends in education with regards to methodology and teaching strategies
- evaluation and assessment techniques
- remedial action

1.1 As an instructional and pedagogical leader, the Head:

- 1.1.1 Makes an audit of the school resources at the beginning of each year.
- 1.1.2 Establishes a calendar of activities for the school year.
- 1.1.3 Identifies resource persons among his staff to be in charge of specific duties.
- 1.1.4 Delegates responsibility to his staff.
- 1.1.5 Discusses the contents of the official syllabus with teachers.
- 1.1.6 Advises teachers on the preparation of their monthly scheme, weekly plan and daily notes.
- 1.1.7 Ensures clear definition of objectives for each lesson.
- 1.1.8 Sees to it that all pedagogical equipment available at school is used by teachers.
- 1.1.9 Lists all audio-visual materials, teaching aids and reference books available at school and posts same in the office and staff room.
- 1.1.10 Indents or purchases necessary equipment.
- 1.1.11 Visits classes regularly.
- 1.1.12 Advises teachers on pedagogical matters through regular meetings.
- 1.1.13 Sees to it that slow learners benefit from remedial work and follows their progress.
- 1.1.14 Ensures that continuous assessment is carried out in all classes.
- 1.1.15 Encourages teachers in self-development.
- 1.1.16 Sensitises parents.
- 1.1.17 Keeps parents informed of important decisions affecting the teaching/learning transaction.
- 1.1.18 Organises co and extra-curricular activities in collaboration with the PTA.

1.1.19 Organises and controls all internal assessments with the help of the Deputy Head Teacher.

1.1.20 Ensures that the school class/library is functional.

1.1.21 Makes the school welcoming, pleasant-looking and attractive.

1.1.22 Fosters a sense of belonging in both teachers and pupils.

1.1.23 Involves parents and the community in school activities.

2. THE DEPUTY HEAD TEACHER

The Deputy Head Teacher acts as the Liaison Officer between the administration and the staff.

The Deputy Head Teacher assists the Head Teacher in:

2.1 Ensuring that the teachers' Monthly Scheme of work, Weekly Plan and Daily Notes are well-prepared as well as record of work is properly kept.

2.2 Monitoring teachers' work through regular visits.

2.3 Advising teachers on pedagogical matters, teaching strategies for remedial education, pastoral care and the inculcation of living values.

2.4 Ensuring continuous assessment.

2.5 Implementing projects and changes pertaining to education in general.

3. TEACHER

The Head Teacher ensures that the Teacher:

3.1 Is committed to his/her work.

3.2 Keeps up with new trends in education.

3.3 Knows the contents of the syllabus and relevant textbooks.

3.4 Has an amicable relationship with his/her pupils.

3.5 Knows his/her pupils and their needs and expectations.

3.6 Renders his/her classroom pupil-friendly.

3.7 Plans his/her work carefully and sets out clear objectives for good understanding of concepts.

3.8 Encourages communication, research and reading.

3.9 Assesses the pupils regularly.

3.10 Provides remedial work to slow learners.

3.11 Keeps a record of the pupils' progress and informs parties concerned.

3.12 Uses appropriate audio-visual and teaching/learning aids.

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- 3.13 Organises educational outings.
 - 3.14 Sets and marks class work/homework regularly.

4. THE INSPECTOR

The Head Teacher relates with the Inspector in connection with:

- 4.1 The teachers' performance, plan of work, etc.
- 4.2 The general academic and non academic progress of the school.
- 4.3 Strategies to enhance teaching/learning.
- 4.4 Projects at school.
- 4.5 Assessment and remedial action.
- 4.6 Incidents at school.

5. PARENTS AND THE COMMUNITY

The Head Teacher ensures that:

- 5.1 Major decisions are taken in consultation with parents.
- 5.2 Regular communication is maintained with parents.
- 5.3 Parents are invited to school functions/activities.
- 5.4 Parents are informed of their ward's performance through progress reports.
- 5.5 Parents are informed of their wards' frequent absences and latenesses, if any and remedial action is taken accordingly.

CHAPTER FOUR

SCHOOL DISCIPLINE

The Head Teacher, as a leader, is the one who is responsible for maintaining discipline. He is empowered by the Education Act to make school regulations and ensures that all parties concerned (staff, parents, students) are made aware of same.

1. TEACHING STAFF

The Head Teacher ensures that every member of the teaching staff:

- 1.1 Is present and participates in the morning assembly.
- 1.2 Takes care of his/her class as soon as the first bell goes.
- 1.3 Does not leave school premises during working hours without authorisation.
- 1.4 Manages his/her class and delivers his/her lesson efficiently and effectively.
- 1.5 Never leaves his/her class unattended.
- 1.6 Does not inflict corporal punishment on any pupil (refer to relevant circular).
- 1.7 Speaks politely.
- 1.8 Is properly dressed.
- 1.9 Is not involved in any kind of unwarranted activity or relationship.
- 1.10 Is not under the influence of alcohol while on official duty.
- 1.11 Does not smoke on school premises (refer to relevant circular).
- 1.12 Does not make use of cellular phone, beepers or other portable listening devices during class hours.
- 1.13 Carries out orderly duties on a roster basis.

2. PUPIL

The Head Teacher ascertains that the pupil:

- 2.1 Is on time at school everyday.
- 2.2 Never leaves the school compound during the day without prior permission.
- 2.3 Produces letters of absence duly signed by his responsible party.
- 2.4 Behaves properly at all times on school premises.
- 2.5 Complies with school rules and regulations (published and distributed).
- 2.6 Does not cause damage to anything within school premises.
- 2.7 Does not use foul language.
- 2.8 Does not play truant.

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- 2.9 Wears the school uniform.
 - 2.10 Does not bully other pupils.
 - 2.11 Does not engage in practices that will cause prejudice to others.
 - 2.12 Respects the environment.

CHAPTER FIVE

SUPPORT SERVICES AND COMMUNITY LINKS

The Head Teacher should refer cases of pupils with behavioral problems and in which primary intervention of school has not been successful to the Zone Directorate. These cases are referred to the School Psychologists and Social Workers for necessary action.

School Psychologists

The School Psychologist has expertise in determining a child's level of cognitive and conceptual development. In addition, the psychologist is concerned with the emotional status of the student, and how both internal and external factors may affect behavior and performance in school. The school psychologist works with both general education and special education teachers to maximize each child's potential and to create a warm, supportive and enriching instructional environment.

The Head Teacher, accordingly, should refer all cases that he deems necessary to the school psychologists for counselling and support.

Social Workers

The expertise of the Social Worker lies in assessing the student relative to the family, the school and the community. This professional generally gathers information concerning the student's health, family, and school history as it pertains to the student's current school performance. The social worker is also the professional responsible for coordinating community resources on behalf of students and their families.

The Head Teacher, accordingly, should refer all relevant cases to Social Workers for the welfare of the students.

The Learning Disabilities Teacher Consultant

The Learning Disabilities Teacher Consultant (LDTTC) is trained to determine the learning styles of children, to determine specific achievement levels in a variety of content areas, and to recommend specific teaching methods and strategies that may benefit a student. This professional is generally called upon to model specific strategies and methods that may benefit students. Parents may be advised by the above specialists to seek the expertise of other specialists as needed. They may include physicians, psychiatrists, speech therapists, occupational therapists, physical therapists and other appropriate professionals.

Non-Government Organisations (NGOs)

The Private sector very often participates and assists schools in different ways, either financially, materially or through resource persons to help and enhance infrastructure and pedagogy. NGOs are also involved in promoting healthy and hygienic living habits in schools so as to contribute to the overall development of the child.

A very good example is the co-partnership of the Private Sector with the schools of the *Zone d'Éducation Prioritaire* (ZEP).

Collaborative support of the NGOs can be sought to further reinforce the link between the school and the community.

CHAPTER SIX

SAFETY AND SECURITY

During school hours, pupils are under the responsibility of the school. Accordingly, the Head Teachers should ensure that the school is accident and risk free.

All hotlines are to be affixed near the phone in the HTs office and in the office of the General Administration.

The school, like the home, is a place where children are exposed to dangers of all kinds. This does not mean that schools should be looked upon as insecure places. However, the Head Teacher to whom the pupils have been entrusted should care about their security. Together with his staff, he has to devise ways and means to make the school accident and risk free. Proactive measures help to reassure parents.

1. ROAD SAFETY

The Head Teacher should:

- 1.1 Seek Police assistance to ensure pupils' security in the school in the morning and in the afternoon for road crossing.
- 1.2 Entrust the above activity to an ancillary worker in case police services are not available. The latter should use the "Stop Children Crossing" sign board and wear a special jacket.
- 1.3 Request for speed breakers, Pedestrian Crossing and hand railing along the pavement on both sides of the road, if needed.
- 1.4 Post one ancillary worker at the gate to control pupils at dismissal time.
- 1.5 Not allow any motor vehicle to enter school premises during break/recess time.

2. SECURITY ON SCHOOL PREMISES INCLUDING PLAYGROUND

He/she should ensure that:

- 2.1 Gaps in wire fencing or walls are attended to urgently.
- 2.2 One ancillary worker is posted at the gate from 07 45 hrs to 15 30 hrs for a better control of visitors at school.
- 2.3 No pupil is allowed to leave school premises during working hours unless necessary.
- 2.4 Early departures of pupils are recorded in the movement book. No pupil is to be allowed to leave school unaccompanied.
- 2.5 Outsiders are controlled at the school gate.
- 2.6 If need be, police be asked to regularly patrol the area surrounding the school.
- 2.7 The playground and the tarmac are free from hazards.

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- 2.8 Maximum security measures are taken to ensure the safety of the pupils on the playground.
 - 2.9 Orderly duties are assigned to teachers during recess for prompt intervention in case of any accident.

3. SECURITY IN THE CLASSROOM

The Head Teacher should ensure that:

- 3.1 No pupils are asked to climb on a chair to either write on or clean the blackboard, etc.
- 3.2 No tool (scissors, guillotine, ...) which might cause harm to pupils are used except under the teacher's supervision.
- 3.3 No toxic materials are used in the classroom.
- 3.4 No broken furniture or unused equipment is stacked in the classroom.
- 3.5 All furniture is in good condition.

4. SECURITY RELATED TO INFRASTRUCTURE & UTILITIES

The Head Teacher should ensure prompt action regarding:

- 4.1 Live wires.
- 4.2 Hanging frames, Naco panes.
- 4.3 Unhinged doors & windows.
- 4.4 Broken glass panes.
- 4.5 Detached plastering/rendering.
- 4.6 Loose and rusty hand rails.
- 4.7 Slippery ceramic tiles, specially on stairs.
- 4.8 Gaps in fencing or walls.
- 4.9 Inclined concrete walls.
- 4.10 Wasps' nests.
- 4.11 Loose barbed wires lying on the ground.
- 4.12 Cleanliness of toilets.
- 4.13 Availability of clean drinking water.
- 4.14 Stray dogs.

Note: List is not exhaustive.

5. HEALTH AND SAFETY

The Head Teacher should ensure that:

- 5.1 The First Aid Box is fully equipped.
- 5.2 Parents inform the Head Teacher of any chronic illness of their wards for prompt action when and if the need arises.
- 5.3 No medicine is administered to a child.
- 5.4 Cases of injury are attended to promptly, parents informed and reported to Zonal Directorate immediately.

SAFETY

The Maintenance Unit

The Head Teacher may request the services of the Maintenance Unit of the Zone as often as the need arises.

However, the Head Teacher does not wait for the Maintenance Unit of the Zone for minor works that can be undertaken at the school level using PTA funds.

CONCLUSION

It is hoped that each and everyone currently in charge of a school finds adequate and appropriate materials from this manual to suit the needs of his/her school. As each school has its own specificity depending on its location and population, the Head Teacher is expected to be proactive with innovative ideas in order to make his/her school become an institution of excellence.