



**Africa International College**

**Africa Community School**

# **Policy Handbook**



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**Parent - Student Handbook  
(Africa International College)  
Revised 2023**

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**AIC/ACS-PD001**



## 1.0 GENERAL COLLEGE INFORMATION

Address: Plot 1120, Kaura District, Opposite Sun City Estate Abuja Nigeria, P.M.B. 7141, Wuse, Abuja

Website: [www.aicacsabuja.com](http://www.aicacsabuja.com)

Email: info@aicabuja.com

Phone No.: +234-9069056235

College Hours: **Classes:** 7.30am – 2.30pm

**Offices:** 8.00am – 4.00pm

College Colours: Green, Gold, White

College Motto: Knowledge in the Fear of God



## 2.0 INTRODUCTION

Welcome to Africa International College. We exist to partner with you in educating your children. Our College is distinctively different because we seek to honor God in every aspect of our College life as we integrate godly principles into everything we do. While providing a solid academic education to prepare young people from all over the world for a successful future, we also encourage each child to develop the total man in the fear of God.

### 2.1 Our Mission:

To give young boys and girls from different backgrounds total quality education founded on Christian Principles.

### 2.2 Our Vision:

To be a leading institution of learning and create an enabling and inspiring environment where both staff and students grow to totally achieve their God-given potential.

### 2.3 Office Hours

The College office is open Monday through Friday from 8:00a.m until 4:00p.m. During holidays, limited office hours will be available and will be posted.





### 3.0 OUR CORE VALUES:

- a. **Community** - We are committed to experiencing life together (staff, students and parents) as we partner to encourage, love and serve one another in community.
- b. **Academic Excellence** - We are committed to educating the individual learner in every aspect of College life through a model that is relational and based on wisdom from God.
- c. **Total Development** - We are committed to holistic education and training where individual relationship with God Almighty and his son Jesus Christ is evidenced through worship, discipleship, fellowship, and ministry for effective world impact.
- d. **Leadership** - We are committed to developing tomorrow's leaders who are able to communicate a distinctly Christian worldview and live it out daily with character, integrity, and wisdom.

#### 3.1 Non-Discrimination Statement

It is, and shall be, the policy and practice of Africa International College, in the admission of students and in the hiring of employees, not to unlawfully discriminate on the basis of the applicant's race, colour, gender, nationality, ethnic origin, age or physical status.

#### 3.2 Philosophy of Rules and Polices

This handbook contains information, rules, regulations, and ethical codes that help us achieve our mission as a faith-based College. We believe that Godly principles give three good reasons for rules:

1. God's Command

Some of our rules are based on commands found in God's Word.



Proverbs 7:1,2b - "My son, keep my words and store up my commands within you. Keep my commands and you will live."

## 2. Good Cautions

Some rules are made to protect us from violating basic moral rules.

Proverbs 1:8 - "Listen, my son, to your father's instruction and do not forsake your mother's teaching."

## 3. Greater Community

Some rules are not necessarily moral laws but are guidelines for the good of society.

Romans 13: 1-6 gives authority to institutions to make such rules.

Proverbs 8: 15 (wisdom) kings reign and rulers make laws that are just."

All our rules and policies at Africa International College have their foundation in these three areas. Many of them fall into the last category in that the rules are established for the good of the greater community. These are basically procedural issues for us that benefit the greater majority of students and families. It is our prayer that by combining our efforts with those of the home and the church, each of our students will understand our reason for rules and that all our policies will help students in their journey to become most valuable to God and man.

### 3.3 Open Door Policy

We encourage parents to call, e-mail, or drop in to talk to the College authority at any time. If you have questions, concerns, or ideas, we would like to talk to you. It is often through the input of a student or parent that problems come to light and we then can work towards solving them.



The first step is to talk to the Parents Relations Officer. Written complaints or suggestions are to be made to the Principal only and not to individual teachers as the College acts as a collective unit.



## 4.0 ACADEMIC INFORMATION

### 4.1 Promotion to Higher Class and Repeat Policy

A total assessment of each student is made at the end of every academic session and a decision is taken on his/her promotion to the next higher class.

It will be the right of the College to decide that a student repeat a particular class if it is determined to be in his/her best interest. Each case will be reviewed thoroughly by the College authority. Factors to be considered in promoting a student to a higher class include standardized test scores; academic performance in the classroom; and physical, emotional, or social development. Parents should take personal interest and monitor their children's development. In all cases, the decision of the College authority shall be final.

### 4.2 Student Records and Transcripts

The following policies will be followed concerning student records:

- a. Student cumulative scores are kept in the College's exam office and by the class teacher as well as the subject teacher.
- b. A parent may have access to his/her child's academic records either on written request or during Open Days scheduled by the College.
- c. Records will not be transferred to another College until a withdrawal form is completed and all financial obligations to the College are met in full.
- d. When the student graduates, a complete transcript will be sent on request to the college where the student has been accepted. Where additional transcripts are required the student will be charged for this.



- e. Other non-academic records of the students will be maintained and managed by the College. These may be released to the parents at the discretion of the College.
- f. Whenever there is a change of address, phone number, work number, or other pertinent information, the College should be notified as soon as possible. Current information is necessary for the care and protection of a student in case of emergency.

### 4.3 Make-up work

Make-up work is only allowed if the student has an excused absence. Students are allowed to do make-up work for each absence up to five days. (Special circumstances, and prolonged illness, etc., may require more time. An appeal to the administration for approval is necessary).

### 4.4 Assignments/Homework Philosophy

Assignments are an important aspect of the educational experience. It reinforces the lessons covered in class and can bring the students and teachers closer together by facilitating students understanding of topics taught in class. Assignments should assist and improve learning, as well as strengthen skills and understanding gained in the classroom. It allows teachers and students to cover more content and to foster student initiative, independence, study habits, and responsibility.

### 4.5 College Assignment Guidelines

Assignments are usually written on the classroom instruction board for students to copy or available on Google Classroom. The teacher may adopt any other appropriate methods to enable the students understand the nature of assignment to be done. A time frame is given with which the assignments are to be submitted by students.



## 4.6 Prep

This is an important feature of the College's academic Programme. Students are obliged to attend prep regularly and promptly. Sanctions will be applied on defaulters.

## 4.7 Grading Procedures

The College will adopt best international practices in grading and assessment of all students. The grading policy which includes cumulative assessment of both quantitative and qualitative scores will be applied. Our teaching staff will be groomed to ensure that we achieve consistency. Special cases will be determined by the College authority and dealt with accordingly.

## 4.8 Withdrawal from Africa International College

In the case of withdrawal from the College, the parents/guardian(s) of the affected student should notify the administration in person, if possible, or by letter. After the College has been notified, a withdrawal form will be issued which will include a list of all textbooks, library books and games uniforms that need to be turned in as well as fines, charges, and payments that have not been paid. The reason for withdrawal is also to be stated on the form. No records will be transferred until all outstanding fees have been paid and all College property has been returned.

## 4.9 Attendance Policies and Extended Absence Requests

Africa International College believes attendance is vital to a successful educational experience. For this reason, the attendance policies of the College are strictly adhered to and enforced. Parents always have the right to keep their children out of College; however, the College has the right not to excuse the reason for absence if it does not fit into the following generally accepted categories:



- a. Personal illness of a student or a doctor's advice;
- b. Death or emergency within the immediate family;
- c. Pre-approved college excursion or study tour;
- d. Adverse weather conditions or Government directives affecting the City.

#### 4.10 Unexcused Absence or Lateness on resumption

An unexcused absence is an absence that the College does not consider legitimate or when the College's resumption policy has not been followed. The penalty is that there will be no repeat of teaching nor homework, tests, or other assignments that are to be graded. The College may impose penalty fees for each day a student fails to report to College after resumption from Holidays. An unapproved withdrawal of students from College or an extended absence from College will be considered as permanent withdrawal or self-expulsion from the College.

#### 4.11 General Academic Information

Academic progress is reported to parents on a termly basis and at mid-term. Student's reports are to be collected by parents as specified by the College.

#### 4.12 Textbooks

The following policies outline the purpose and intent of the Africa International College curriculum and textbook adoption. The scope and sequence for each subject area as well as detailed course descriptions and the forms required for textbook adoption may be found in the curriculum guide.

- a. The philosophy of the College must be carried out in its educational Programme. Textbooks and curriculum are important factors within this framework and must be carefully chosen and formulated.



- b. Africa International College textbooks are provided to its students at the beginning of the academic year.
- c. Students are responsible for their textbooks.
- d. All curriculum development will be an outgrowth of the philosophy of Africa International College.
- e. Africa International College will not endorse or approve independent study courses that conflict with the philosophy and objectives of the College.

### 4.13 Library

The Library is a place for checking out books, learning library skills, reading, conducting research, and participating in serious study. Students are to take proper care of all library materials, furniture, and equipment. Improper behaviour or conduct in the library will result in loss of privileges. Book donations are a great way to expand the library. Because of limited space, the College must restrict donations to books that are in good condition and reference materials that are not outdated. Please contact the Principal if you wish to donate materials. A monetary donation to the library allows the librarian to select needed books, including what the teachers have required.

The following policy statement is our position on the types of materials that will be accepted/displayed:

The College does not necessarily endorse all the contents of any book in our library from the standpoint of morals, philosophy, theology, or scientific hypothesis. We choose materials that meet certain academic standards and provide information in various fields of research and contents. The moral position of the College is in strict adherence to the principles taught in Scriptures, while our goal is to teach students critical thinking and sound discernment.





The following rules apply to those who wish to use the library:

- a. No reference works may be checked out from the library.
- b. Students will be fined for returning books late.
- c. Seriously damaged books will be assessed at the fair market value and the student charged for the replacement cost.
- d. Students must also pay to replace a lost book.
- e. Excesses in unpaid fines, lost books, or damaged books may result in a loss of library privileges and or disciplinary measures.
- f. Magazines may not be checked out from the library.
- g. Copying e-books on external drives is not permitted.

#### 4.14 Classroom Courtesy

Students are expected to display the following ethical behaviour in the classroom:

- a. Be punctual (in class and seated when the bell rings).
- b. Be prepared (come to class with notebooks, textbooks, a writing instrument and assignments). Each time a student is not fully prepared with required materials, the teacher will deal with the student as stated in the staff handbook. The teacher has the right to deal with any situation in his or her class. In extreme cases, a report is lodged with the Principal.
- c. Participate (take notes, be involved in discussion, respond when called upon, etc.).
- d. Have a proper posture (avoid putting feet on desks or chair seats, tipping chairs, sitting on desktops, or putting the head down as if sleeping).
- e. Talk in class only at the direction of the teacher (do not talk out or violate the preciousness of others).
- f. No eating or drinking in class.

#### 4.15 Cheating/Examination Malpractice



All work should be the original work done by the student (and each class should have its peculiar tests/examination). Any instance of cheating, will result in a zero mark for that work and, depending on the situation, could result in complete disqualification in the particular subject. Cheating may result in suspension and/or a parent conference. Exam malpractice for internal and external examinations of any kind may result in expulsion from the College. The College will not condone any form of exam malpractice.

#### **4.16 Academic probation:**

Gives students time and opportunity to bring failing grades up to passing level.

#### **4.17 Plagiarism and Copyright Policy:**

As part of the learning process teachers often use copyright materials to instruct students, and the law provides a number of copyright exceptions for education. This means that in some cases and under certain conditions teachers and students can use protected content without permission of the copyright owner. Plagiarism is a breach of academic integrity, which includes use of someone else's work without providing proper attribution and passing it off as your own. Plagiarism does not necessarily include copyright infringement, although it can be used as the basis to charge someone with copyright infringement. Honesty and integrity are expected of every staff and student; and academic and/or non-academic misconduct penalties may apply in a case of plagiarism or copyright infringement.



## 5.0 DRESS CODE

### Philosophy

The College community is one that encompasses many individuals from many different families and viewpoints. We recognize that dress standards and tastes vary among individuals and traditions. The purpose of the dress code at Africa International College is to encourage a suitable degree of modesty and uniformity.

### 5.1 Uniform (outdoor)

- Appropriate College uniforms and after College wear (as applicable) are provided by the College and may not be altered in any way without the College's approval.
- Shoes and sandals as applicable must be worn at all times outside the hostels.
- **Outdoor wear:** jackets and coats, hats, sunglasses, and bandanas are not to be worn during College hours.

There may be special occasions during the College year when students are required to wear special dress.

### 5.2 Personal Grooming (Hair styling and make-up)

The styling of the hair shall reflect good grooming and moderation as may be determined by the College.

Hair styles must conform to the following guidelines:

- Hair must be neat and clean;
- Colouring of hair is not permitted;
- Boys' hair should be cut very low;
- Girls should have neat plaits or low cut, if desired; Hair coverings are not allowed



- Hair may not extend below the eyebrows or obstruct the vision;
- Hair extensions are not permitted;
- The face must be clean shaven.

Make-up should be natural in appearance and limited in quantity. Thick powdering, eye shadow, eyeliners, lipstick and nail polish are not allowed.

### 5.3 Piercing and Tattoos

The following guidelines pertaining to piercing and tattoos apply to all activities associated with the College, including extracurricular and College-sponsored events.

- Young men are not to have pierced ear nor wear any form of jewelry;
- Young ladies may have pierced earlobes and wear tiny earrings or ear knobs. (no more than one earring per lobe).
- Pierced nose, eyebrows, lips, tongues, etc. are not permitted;
- Tattoos are prohibited.

### 5.4 Neatness

All clothing must be in good state. There should be no holes, rips or tear. The uniform should be neatly patched or repaired on the outside or inside.

### 5.5 Modesty

To promote modesty, students must refrain from wearing tight fitting or sagging shirts or trousers. Shirts must be tucked in and ties worn neatly all the time.

### 5.6 Appropriateness

Clothing, jewelry, etc. with logos, messages, or symbols must be in harmony with the values, policies and standards of the College. Clothing must not



communicate messages of support groups that are in opposition to what the College stands for.

### **5.7 Physical Exercise and Sports Teams Dress Code**

Students must wear the appropriate Sports dress provided by the College. Uniforms for each sport are determined by the College and may be worn on games days and as when directed.

### **5.8 Dress Code Violation Policy**

The College reserves the right to determine if a student's appearance is inappropriate in any manner.

- If the violation is for lack of modesty and appropriateness, the student will be sent to the hostel to effect correction. If the violation is repeated the case will be handled as per rules and regulations.
- Students whose hair is out of dress code will be given one calendar day to comply with the standards. Students, who fail to comply will be subject to disciplinary action.



## 6.0 EMERGENCY GUIDELINES AND DRILLS

The College is to regularly conduct emergency drills which comply with Government codes. All students must participate and strictly obey regulations and procedures. An emergency plan outlining the steps to be taken during various crisis situations is to be reviewed and revised from time to time by the College.



## 7.0 HEALTH POLICIES

The College's Health service functions to promote and protect the health, safety, and well-being of students and to ensure a healthy environment that supports academic growth. Procedures for administering medication and First Aid are established by the Management in cooperation with the College nurse.

### 7.1 Injury at College

All serious injuries should be reported to the clinic for treatment. The College medical team will administer emergency First Aid and make referrals to the Hospital with which the College has a relationship or the parent's hospital.

When a student falls ill, the House parent or teacher must immediately refer him/her to the clinic where symptoms, will be noted and appropriate treatment administered. The College Nurse or Health Assistant will notify the Principal or House parent if it becomes necessary to send the student home. The student is not allowed to call his/her parents for this purpose.

The College would hold liable any student or staff who causes injury to another student. The medical bills and any other expenses related to the injury will be borne entirely by the Parents of the offending student or staff.

### 7.2 General Guidelines for Specific Conditions

The following are health issues for which the student will be sent home, referral to a doctor, guidelines for returning to College, and practical precautions:

Children who have any kind of contagious health conditions must be treated before returning to College.



### 7.3 Skin Diseases –

In making the decision to exclude a student from College owing to skin disease and, or, rash, communicable to others is a primary consideration. The College nurse may be able to identify the condition using assessment. However, on occasion, a visit to the doctor may be necessary to determine whether a rash is contagious. Students referred to a physician for determination of communicability must have a physician's note that clears the student to return to College prior to, or at, the time of return to College.

### 7.4 Cuts and open wounds –

These should be covered for that student's protection as well as the protection of others. If wounds are draining or wounds cannot be covered, parents may be asked to keep the student out of College until the wound can be safely covered or cared for. On occasion, a visit to a physician is necessary to determine communicability of the wound.

### 7.5 Sickness from Home

Students exhibiting any of the following symptoms are not permitted to resume College until the symptoms are cleared:

- Excessive body temperature or any level above normal temperature which may be a symptom of a severe illness;
- Undiagnosed rash with other symptoms (e.g., fever, cough, sore throat, etc.)
- Vomiting or diarrhea;
- Persistent cough;
- Known communicable diseases (including, but not limited to, lice, chicken pox, throat infection, measles, mumps, pink eye, fifth disease, ringworm, or scabies).





- In all cases, appropriate medical treatment and clearance must be obtained from the family Doctor before the student returns to College.

Please encourage your children to practice good hand washing at College, especially before meals, to help protect them from the spread of infection.

## 7.6 Illness at College

If a student becomes ill at College, the teacher will send the student to the College clinic. The College medical team will then assess the student and commence immediate treatment. No student will be released from College without direct contact with a parent listed on their medical form. All contacts to parents must be approved by the Principal, except on emergency.

## 7.7 Medication Policy

- All medication (both prescription and non-prescription) will be stored in the clinic;
- All medication, even over-the-counter medicines must be in a recognized container/pack, where treatment is carried over to College from home;
- A permission slip for all medication signed by the parent is required. Information should include the name of the medication, dosage, time and condition for which the medication is needed;
- Prescription medication must be stored in the clinic. In addition to the parent permission form, prescription medications must be in the original physician's or pharmacy container and properly labeled with the student's name, name of the medication, amount to be given, the time to be given, and the duration the medication is to be taken. Pharmacies will often give duplicate containers on request so that parents can send only the amount needed at College to the College;
- Students are allowed to carry emergency medications with a physician's permit. However, these medications must be kept with the College Nurse



and not stored in lockers. The student must act responsibly in carrying medication or the permit will be revoked (i.e., not share medication or leave medication unsupervised). The House parents will only accept storage of medications that have been duly registered with the College nurse.

## 7.8 Immunization Policy

The College will comply with government immunization policies. Parents or guardians must provide the College with information on immunizations and students must be current with immunizations as may be required by government from time to time. A medical exemption requires a physician's signature recommending exemption based on a medical condition. Medical Information Forms are available with the Principal and must be renewed each College year on or before the first day of College.

If your student requires a catch-up schedule, please see the College nurse to coordinate spacing and scheduling of immunizations.



## 8.0 INFORMATION TECHNOLOGY SERVICES (COMPUTER USE)

The ICT facility is a wonderful tool that can greatly enhance the quality of the class room instruction at the College. It also can be a distraction and harmful to the student and the educational environment when misused. The following guidelines are to protect the student and the learning environment.

The following are not permitted while using any College computer:

- Downloading and/or installing software of any kind on any College computer.
- Sending or displaying pornographic, sexually explicit material or other offensive messages or pictures.
- Sending or displaying violent and/or threatening material: advocacy of bomb-making, terrorism cultic rituals or sadistic practices or other dangerous activities, etc.
- Using obscene language.
- Harassing, insulting or attacking others
- Damaging computers, computer systems or computer networks.
- Violating copyright laws.
- Using others' passwords or identity.
- Knowingly trespassing in others' folders, work or files (e.g. someone forgot to sign out).
- Using the network for commercial purposes
- Using email, chat rooms, real time messaging of any kind during College hours which have not been authorized by a teacher (such as for sending or receiving on-going College work from/to home or participating in class forums.)
- Publicizing hurtful or slanderous information about anyone.
- Using Facebook, Instagram, Snapchat, TikTok and other personalized websites.



- Playing computer games without authorization from the appropriate teacher - these games must be pre-installed on the computers by the system administrator. Computer free-time doesn't nullify any of the above stated rules.
- Accessing "proxy" websites which limit our College's ability to monitor student use of the Internet.
- Attempting to fix or repair a malfunctioning computer.



## 9.0 LOST BUT FOUND

Items found unattended to within the premises will be placed in the College's "lost but found" room. At the end of each term, the lost and found room is cleaned out and contents taken to the needy. It is recommended that all items (shoes, gym shirts/shorts, coats, hats, book bags and other personal items) be labeled with the student's name. Any items left at College and not picked up after 90 days become the property of the College.



## 10.0 GENERAL RULES

### 10.1 Telephones Calls

Parents may call to speak with their wards on dedicated phones between 11.00am and 6.00pm on Sundays. Messages will be taken and delivered only through the Parents Relations office. Students or teaching staff will not be called out of class to take a call unless it is an emergency. In any emergencies, the Principal must approve the contacts.

### 10.2 Visitors

The following rules apply to adult visitors:

- a. All parents/visitors are allowed into the premises only on invitation, visiting days and pre-arranged instances approved by the Principal.
- b. Visitors are limited to custodial parents, legal guardians or siblings. Others may be welcome, but should be approved ahead of time by the Principal.
- c. Alumni may visit at any time. They must sign in and out at the main gate and must go directly to the Admin office and be limited to the approved areas only.
- d. Supplies of food/drinks must NOT be brought to the students by visitors except on general visiting days (see visiting days below).

### 10.3 Visiting Days

On visiting days, open days or organized College programmes such as inter house sports etc.; parents/visitors must abide by the following rules:

- All meals brought must be eaten during the visiting period. No remnants or excess of food or supplies shall be left behind in the College.



- Parents must conduct themselves with utmost modesty in all things.
- Parents shall not be allowed into the premises after the Programme is ended and, in the case of visiting day, after 5.00pm.
- All visitors must vacate the premises upon advice to do so by the compound master or 5.30pm latest on the visiting day;
- Young adults visiting the College must be properly dressed or they may be asked to leave the premises immediately.
- Alcoholic drink or smoking is not permitted in the premises of the College.

#### 10.4 Music Selections

The intent of music is to glorify God. Therefore, music played before, during, or after College, including at co-curricular and extra-curricular events, must match the educational objectives and philosophy of the College.

#### 10.5 Sporting Activities

The College seeks to maintain an emphasis on Sports and Sporting activities in general for personal rejuvenation, with a healthy degree of competitiveness. Interscholastic sports are provided for those who wish to excel in physical skills. All sporting events are under the direct supervision of the designated officer, who provides all games and practice schedules. Students are not to be used as drivers to outside events.

At Africa International College, Sports will be used in its proper perspective for fun, physical exercise, building of character and healthy competition, all to build up the total man.

Any student feeling unwell must bring this to the attention of the sporting authorities and will not be allowed to participate in any sporting activities until



he/she is fully recovered. The College will not be held liable for any injury that occurs as a result of a failure to bring any health conditions to the attention of the College.

### 10.6 Narcotic drugs and substances

Abusing, possessing, using or selling of narcotic drugs or substances may result in immediate expulsion. The appropriate law enforcement authorities may be contacted.

### 10.7 Guns, Knives, Other Weapons, and Threats of Violence

Guns (fake or real), knives, or other weapons must not be brought to College or anywhere on the College grounds at any time. Infractions will be dealt with immediately. Any staff member, parent, or student with knowledge of threat, possession, or the actual use of a weapon must immediately report it to the College authority who will call in the local law enforcement agency to remove the student(s) or visitor from the College, pending a full investigation.

### 10.8 Classrooms, Hallway/Stair Rules

Orderly and decent behaviour is expected inside the building:

- No eating or drinking except in designated areas.
- No running in the hall or on the stairs.
- No yelling or screaming.
- No jumping to touch door frames, ceilings, etc.
- No bouncing or throwing balls, skateboarding, or other sports activity inside the classrooms, hallways, or hostels.
- No pushing, tripping, sliding on the railings, or other dangerous behaviour on the stairs.





- No sitting on windowsills.

## 10.9 Drug, Tobacco, and Alcohol Policy

Africa International College students shall not possess, use, sell, give, or otherwise transmit or be under the influence of any drug, alcohol, or related paraphernalia on College property or at College-sponsored events. All items will be confiscated and all students involved will be subject to immediate suspension or expulsion. Appropriate authorities will be notified. The College reserves the right to search student or any part of the College premises with or without notice, and/or perform random searches at any time.

## 10.10 Student Pregnancy Policy

It is the mandate of the College to maintain and present an atmosphere of morality and modesty in the lives of students. In order to adhere to the standards of morality and prudence desired in the lives of our students, the following policy has been adopted.

A student who has fathered a child, is pregnant, or has given birth to a child, may not be permitted to enroll in the College, and if already enrolled, may be dismissed upon confirmation.

Each matter of occurrence will be evaluated on a case-by-case basis.

## 10.11 Electronics

All portable music devices, handheld computing tablets, personal computers, e-readers, gaming devices, cameras, pagers, cell phones, laser pens, etc. are prohibited. Students violating this policy will be subjected to detention and the device will be confiscated. The device will not be returned once confiscated. The College assumes no liability for stolen or lost electronic devices confiscated.



Students are discouraged from bringing valuables which are not on the check-in list/prospectus to College. Africa International College will not be responsible for lost and/or stolen items

### **10.12 Other Acts of Misconduct**

It is not practicable to list all the possible acts of misconduct in this Handbook. However, the College authority will be vigilant as much as practicable and deal with each case, including, but not limited to, lateness to College functions, not completing notes or assignments, violation of safety rules, defacing College property (graffiti), rudeness and disrespect to seniors or authority, receiving and hoarding food/drinks in the hostels or classrooms, sleeping in unallocated rooms or another hostel, unauthorized visit to staff quarters, etc.



## 11.0 ANTI-BULLYING POLICY

The College, in partnership with parents and their children seek to develop individuals who are growing toward maturity. However, we live in a fallen and broken world which stains our daily experiences. Therefore, we resolve to create a multi-cultural environment that is encouraging and conducive to the growth of the entire person. We battle against the "survival- of-the-fittest" and consumerist mentality that permeates the society. Bullying or Harassment is not permitted or tolerated under any guise.

### 11.1 Definitions

"Bullying" or "harassment" is defined as any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts i.e. internet including web pages and social networking sites, emails, cell phone, personal digital assistant, or wireless hand held device) that is reasonably perceived as being motivated either by an actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical or sensory disability or impairment; or by another distinguishing characteristic.

**Harassment** or **bullying** is any conduct that meets one or more of the following criteria:

It may include, but is not limited to, the following: inappropriate verbal or written communication (i.e., sexual jokes, derogatory comments, name-calling, using words to attack, threaten, or insult, verbal racial taunts, extortion of money or possessions). Some of the acts of bullying and their effects include:

- Asking younger/junior students to exchange their meals with older/senior students;
- Engaging in trade-by-barter activities with junior/younger students using their tuck-shop provisions;



- Collecting/forcefully borrowing a younger/junior student's clothing, shoes, etc. and depriving same of the use of such wears/items;
- Punishing a younger/junior student by withholding his food;
- Depriving younger/junior student of the use of their rooms and/or beat-space under whatever guise;
- Depriving younger/junior students of the use of legitimate facilities under any guise;
- It may be directed at one or more student(s);
- Substantially interferes with educational or spiritual opportunities, benefits, or program of one or more students;
- Sometimes it inflicts physical hurt or injury on the victims;
- Adversely affects the emotions and psychological being and may be so severe, pervasive, and objectively offensive as to inflict negative effect on the student's educational and spiritual life.

Whether or not you accept the above description or definition, the College reserves the right to determine what constitutes bullying or harassment.

### **11.2 Sexual Harassment" may include, but is not limited to;**

- a. Verbal harassment or abuse;
- b. Pressure for sexual activity;
- c. Repeated remarks with sexual or demeaning implications;
- d. Holding or touching sensitive parts of the body;
- e. Sexual jokes, images, posters, cartoons etc.;
- f. Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, safety, job, or performance of duties.



### 11.3 Our Approach

We understand that it can be hard for College leadership to pinpoint some specific acts of bullying as they usually take place beyond direct supervision. Most bullying is done between classes, in hallways, on our playgrounds, at lunch, and at times in the hostels. This will require vigilance by staff especially hostel staff and the support of parents in a compassionate pursuit of truth.

College leadership will partner with parents to bring out the truth of each situation and correct unacceptable behavior, such as participating in any bullying act. The development of an atmosphere that encourages students to grow in self-discipline and the demonstration of genuine respect for all people must be pursued cooperatively between the College and the parents.

### 11.4 Reporting and Response

- a. All bullying incidents should be reported immediately to a staff member. Any student who believes he/she has been or is the victim of aggressive or harassing behavior should immediately report that situation to the teacher, House parent, playground supervisor, or Principal. These reports will be treated seriously.
- b. If the situation warrants, parents of both victim and perpetrator may be informed and summoned to the College for a meeting about the problem.
- c. There may be a range of punitive responses up to suspension or expulsion for the perpetrator.

Consequences for students who commit acts of violence, including, but not limited to, harassment and/or bullying, shall be unique to the individual incident and will vary in method and severity according to the nature of the behaviour, the developmental age of the student, and the student's history of problem behaviour and performance at the College or from any discipline record prior to



enrollment. Consequences will be consistent with the Student Handbook. Responsive measures are designed to correct the problem behaviour, prevent another occurrence of the behaviour, and protect the victim of the act.

### 11.5 False Reports

Intentionally false reporting of aggressive behaviour, made to get someone into trouble is prohibited and will result in disciplinary action. The one “who cries wolf” must learn that his/her behaviour cannot be tolerated.



## 12.0 DINING HALL/MEAL PERIODS

Students are expected to sit at assigned tables and eat. Good manners and respect for the facility is expected of all students. Staff will be present to maintain a safe and orderly Dining hall and to communicate various procedures, which are expected of all students during meals. No student will be allowed to remain in the hostels during meals, even if the student is not interested in eating a particular meal.



## 13.0 FIELD TRIPS

Field trips are planned to match a stated education objective and must be planned according to the procedures established by the College and approved at least 3 weeks prior to the trip. The mode of transportation is College-owned vehicles or any mode of transportation provided by or approved by the College.





## 14.0 SPECIAL ACTIVITIES POLICY

The following College Board policies guide all extra-curricular and co-curricular activities:

- a. All activities related to, or sponsored by, the College during school hours must be directly related to the purpose of the College, unless otherwise approved by the College authority with proper notice given to the College by the organizers.
- b. Events scheduled on a College night should be scheduled so the participants/parents are released home as early as possible preferably no later than 9:00pm.
- c. All co-curricular activities should be self-supporting through fund-raising, donations, participation fees, or other means approved by the College authority. Such funds shall be used only for the activity for which it was designated, unless otherwise approved by the College and accounted for through separate accounts for each activity.



## 15.0 STUDENT COUNCIL

The student council has been established to teach and model leadership to our students. A designated number of students will be elected to represent each of the classes. The student council activities are organized in line with approved guidelines of the College.



## 16.0 RESPECT FOR OTHERS

- a. Repost a message that was sent to them privately without permission of the person who sent you the message [unless the Student needs to disclose illegal, inappropriate, or harassing language to his/her teacher].
- b. Post or type information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks.
- c. To send hate mail or messages.
- d. Harass another person by a persistent action that distresses or annoys another person and you must stop if asked to do so.
- e. Post private information about his or herself or another person.



## 17.0 CONSEQUENCES FOR FAILURE TO OBSERVE RULES ON USE OF ICT FACILITY

The use of the computer systems and equipment is a privilege, not a right. This privilege may be revoked, if abused, and may subject the individual to discipline, civil penalties, and/or criminal penalties. The user is personally responsible for his/her actions in accessing and utilizing the College's computer resources. A good rule to follow is to never view, send, or access materials which the Student would not want teachers, parents or supervisors to see.

The range of consequences for misuse included but not limited:

- Verbal and/or written warning.
- Loss of privileges for a period of time determined by the administration and appropriate to the offense.
- Progressive disciplinary action according to the code of student conduct for students, including possible suspension and/or expulsion.
- Appropriate disciplinary action for staff members, including suspension or dismissal.
- Criminal prosecution or civil penalties.

Users, or their parents/guardians, will be personally charged and held responsible for any costs related to damages caused by intentional misuse, lack of care and/or reasonable precautions.



## 18.0 EXPECTATIONS FOR PARENTS

Africa International College's educational mission is a partnership between the College and the families of our students. As part of this shared responsibility, the College expects parents to:

- Read and sign the Parent Student Handbook and return the signed form to the College as the start of the school year;
- Notify the College of any absences with proper-documentation;
- Complete the medical information form and timely notify the College of any changes;
- Attend parent-teacher conferences at the request of the College;
- Make timely payments of all fees on or before resumption of each term;
- Should a concern arise, endeavor to resolve the matter in accordance with Biblical principles as follows:
  - First contact and meet with the Principal to resolve the issue;
  - If a meeting with the Principal does not resolve the matter, then contact the higher authority through the Executive Secretary/CEO.

We ask parents to support the College with their prayers and with positive attitude. Please observe the Matthew 18 principle, and refrain from lodging complaints or making negative comments to students, other individuals, or via social media.

While we do not expect this to happen, if at any time administration determines that a parent's actions do not support our mission or that they reflect a lack of cooperation in this partnership, the College has the right to request the withdrawal of your students(s).



## 19.0 PARENT VOLUNTEERS

Parent volunteers are a very valuable resource at Africa International College and volunteering is an important way that parents can partner with the College in their child's education. Parents may help in the computer laboratory facility management, at sporting events, in the library, tutoring or in the office. They will be asked to sign in and out at the front office and wear a nametag for security reasons. This period shall not be used as visiting hours for supplying of prohibited items or food to the College.



## 20.0 PAYMENT OF FEES

The College fees are charged per term and parents are expected to make full payments in the prescribed format on or before the resumption day of each term.



## 21.0 LOCKERS/DESKS

Lockers will be assigned to students at the beginning of the College year. No student is to change this assignment without approval from the College. Students will be asked to remove items that the administration deems inappropriate. No open containers of candy, food, or drink may be stored in lockers. The College will not assume responsibility for items left in College lockers. All students are encouraged to lock their lockers at the end of each College Day.





## 22.0 RESTRICTED AREAS

For the safety of all, the following rooms, among others, are restricted to authorized personnel only: Mechanical areas (electrical rooms, storage, and supply rooms), chemical storage rooms and College workrooms etc. Students are not to visit the restricted areas without permission. Any student or visitor found in restricted areas will be appropriately dealt with or handed over to the security.



## 23.0 FAMILY VACATIONS/CELEBRATIONS

Africa International College strongly encourages families to schedule trips, vacations and celebrations around the College calendar if our student is to be involved. No approval will be granted for requests to travel or family celebrations while the College is in session. Absence from College during exam weeks will result in zeroes for any missed exams, particularly if absence is a deliberate attempt to subvert our rules. The final consequence may be expulsion.



## 24.0 STUDENT CONDUCT

The mission of Africa International College is to “Cultivate quality godly Leaders.” To “cultivate” is to educate, College, train, or foster the growth of something. It is our goal to train our future leaders with care appropriate and godly virtues. God’s Word is the foundation for these character qualities and is the framework to guide a culture of godly character to serve Africa and the world at large.

The qualities set forth below are not intended to be an exhaustive list but will be used as common guidelines for all students in the College. The Scripture will direct all interaction with the students in matters of conduct. It is in learning and living our lives in the light of God’s Word that we will see the growth of quality Christian leaders.



## 25.0 BASIS OF STUDENT CONDUCT

### 25.1 Love

All students are expected to honor others by their words and actions, treating others the way they would want to be treated, and seeking to meet others' needs unselfishly.

John 15:12; Matthew 7:12; Philippians 2:3

Other attitudes that represent this character quality include, but are not limited to:

Respect – Romans 12:10

Compassion – Colossians 3:12

Forgiveness – Colossians 3:13

### 25.2 Responsibility

All students are expected to be self-controlled, seeking to make Godly choices. And taking full responsibility for their own choices and conduct.

2 Timothy 1:7; 2 Corinthians 8:21; Romans 14:12

Other attitudes that represent this character quality include, but are not limited to:

Obedience – Hebrews 13:17

Honesty – Ephesians 4:25

Integrity – Proverbs 10:9



### 25.3 Humility

All students are expected to conduct themselves with an attitude of modesty, gratitude, and a willingness to serve others.

Philippians 2:3; Thessalonians 5:18; 1 Peter 4:10

Other attitudes that represent this character quality include, but are not limited to:

Seeking Counsel – Proverbs 18:15

Honoring Authority – Hebrews 13:17

Modesty – Romans 12:1

### 25.4 Commitment

All students are expected to work hard to accomplish tasks, seeking to do their best, and to honor God and their parents with all of their efforts.

Ecclesiastes 9:10; Colossians 3:17; 1 Corinthians 10:31

Other attitudes that represent this character quality include, but are not limited to:

Diligence – Galatians 6:9

Excellence – Colossians 3:23 – 24

Faithfulness – James 1:12



## 26.0 STUDENT DISCIPLINE

In our commitment to create an effective, engaging, and loving environment for our students, any actions that detract from this type of environment violate our standard of conduct and may result in disciplinary action.

With student discipline, it is important to understand that no two situations are alike. Many factors enter into decision made by the College authority. Our goal is to produce a desired outcome, and for the student to understand his/her wrongdoing and want to change. Students and parents are encouraged to focus on their own situations and spiritual growth, not to compare or judge other students' actions or discipline.

### 26.1 Discipline Policy

"No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it." (*Hebrews 12:11*)

Discipline is established and maintained at Africa International College with the intent to train and build into lives of students. Our goal is to see students grow toward maturity. We are motivated to employ discipline here at Africa International College for that goal. The College management, despite its human limitations, endeavor to discipline in the context of Christian love and for the betterment of the individual student(s) and our community.

At times, the College rules will be applied for behaviour that occurs away from the College premises and outside of College time, such as criminal activities, cheating, stealing, illegal substance abuse, any other illegal activity, or sexual immorality, because those form of behaviour have impact on the College. In severe circumstances, students who have established a lifestyle inconsistent with the standards of behaviour at the College may be withdrawn from the College.



## 26.2 Exemplary Character

The fundamental goal of Africa International College is to present a Christian educational programme to our students and an exemplary model to the community. In light of these goals, lifestyle is an important consideration. Students enrolled at Africa International College and the staff members who work here are considered to be representatives of the College twenty-four hours a day, seven days a week. Therefore, the administration of this College will not hesitate to assert discipline in areas where a student or staff member practices a lifestyle or engages in activities antagonistic to the policies, goals, and character of the College, whether those activities occur on or off campus.

## 26.3 Infractions

### 26.3.1 Reprimand and Warning

- Many infractions of an intentional or unintentional nature or infractions of a minor nature can and should be handled by gentle reprimand. Only when such infractions become repetitive or defiant should they be handled in a firmer way.
- A warning is not only a reprimand, but also a formal notice of consequences to follow should the inappropriate behaviour not be corrected. These shall be recorded by the College authority as a written warning on a student's behavioural record and could result in more serious consequence.

### 26.3.2 Corporal Punishment

Africa International College allows the use of corporal punishment to discipline students. This is only done by the designated officer(s) and after the College's due process is complied with.



### 26.3.3 Hard Labour

Some disciplinary procedures may result in the student sentenced to carry out hard labour such as cutting of grass, cleaning of toilets, sweeping, washing plates or other physical work or exercise.

### 26.3.4 Suspension

How suspensions are served:

- a. Suspensions may be served in the College premises during regular College hours or the student is sent home for a number of days/weeks.
- b. Students will be placed in isolation for the duration of each College Day of the suspension period, under the supervision of an adult monitor.
- c. Students are expected to invest their time during suspension in completing assignments for all of their courses.

### 26.3.5 Probation

#### Types of probation

**Behavioural probation:** gives students time and opportunity to correct serious behavioural problems. Some conditions that result in behavioural probation include but not limited to:

- a. Continued deliberate disobedience.
- b. Attitude or expressed desire not to remain at Africa International College.
- c. A rebellious and/or blatantly negative spirit.
- d. An overall negative influence on other students.
- e. Engaging in combinations of behavioral infractions expressly forbidden in the Parent Student Handbook.





### 26.3.6 Expulsion

In some situations, the College authority may request that parents withdraw their child from the College. Such a request may occur when the student's conduct warrants expulsion. If the parents or legal guardians refuse to withdraw their child upon request, the Police will be contacted after 24 hours of the parents' failure to comply. Once a student is expelled, he/she is not permitted on College grounds or at any College activities.

Expulsion is the last resort and when invoked would hardly be reversed. Parents and students should do all things possible to avoid this situation.

Conditions and implications of expulsion:

- a. An expelled student must be taken home by his/her parent within 24 hours.
- b. Expelled students are prohibited from attending College sponsored or sanctioned activities,
- c. College fees paid will be forfeited.
- d. Expulsion is the most serious disciplinary step, imposed when infractions are severe and/or repeated and any student can be expelled at any time.
- e. The College authority's decision is final.

### 26.4 Disciplinary Actions

- Verbal warning;
- Loss of privileges;
- Notifying parents of behaviour (written or verbal notice);
- Notice of correction Write Up; public apology;



- Lunch detention or after College detention;
- Removal from class and being sent to serve any appropriate punishment;
- Restitution (pay for damages);
- Hard labour for hours or days;
- Suspension –in – College or Out-of-College;
- Corporal punishment in the public;
- Withdrawal or Expulsion from College.

In addition to inappropriate behaviour at College, student misconduct outside of College hours and off of College property will be addressed and may result in disciplinary action if it adversely affects the College community.

## 26.5 Cases resulting to expulsion

The following, without limitation, constitute acts and offences that may result in expulsion:

- Examination malpractices;
- Arson;
- Engaging in secret societies/club/blood covenant;
- Sneaking out of College or jumping fence;
- Cooking in the hostel or self-catering in the College;
- Possession, use, and/or transfer of dangerous weapons (i.e., guns, knives, mace, pepper spray, etc.);
- Physical violence/assault; bullying;



- Attempt to incite panic (i.e., bomb threats, reporting a false emergency, etc.)
- Possession, use, and/or transmission of any pornographic materials or sexual immorality;
- Possession, use, and/or distribution of any drugs, alcohol or tobacco.
- Any other misconduct that the College considers to be harmful to our community or objective.



## 27.0 SPIRITUAL DEVELOPMENT

The purpose of the fellowship at Africa International College is to lead the students in worship, instruct them in the Word of God, and encourage their daily walk in the Christian life. The fellowships are designed to broaden, expose, and challenge students via a wide-range of speakers and a variety of experiences during the course of the year.

- All Christian students must attend all fellowship activities.
- Non-Christian students are to be in a designated classroom observing prep.



## 28.0 MISSIONS, SUPPORT AND SERVICE PROJECTS

Students are encouraged to participate in missions, ministry, and community service. The College often organizes projects of this nature. In addition, cash may be donated for a particular mission's project or a collection of items to send to missions or needy groups may be facilitated.



## 29.0 TEXTBOOK AND PROPERTY DAMAGE

At the beginning of each College year, each student will be issued all textbooks and supplemental material needed to complete his/her coursework. All non-consumable textbooks must be covered. Students will be charged for the replacement of any book that is lost or damaged. Any student who damages, defaces, or destroys College/Church property will be charged for the repair and/or replacement of such property. Destruction of property can result in expulsion from Africa International College. Failure to pay any fines levied will result in transcripts and/or diplomas being held until all fines are paid in full.



## 30.0 SECURITY MATTERS

Security of life and property has assumed the most critical issue of concern both locally and in the international community. The College will not go to sleep on this all-important matter. Accordingly, the following security measures will apply: -

- The College will continue to work closely with the Law Enforcement Agencies in the interest of our safety;
- Our College has established College Intelligence Unit (CIU) to be appropriately manned and will handle all issues of intelligence gathering within and around the College premises. It will also handle all enforcement and compliance matters;
- Visiting of students while in the College will be controlled and restricted;
- Vehicle and contents of personal bags coming into the premises will be screened without notice;
- Except on resumption or closing days for holidays, all vehicles will be limited to restricted areas or outside the main gate;
- No parent/visitor may be allowed into the premises after 5.00pm on the approved days except on emergencies or special invitation by the College authority;
- Parents/Visitors attending College programmes will not be allowed into the premises after the programme is concluded or at any time it is considered too late by the College authority. Parents are to ensure they attend programmes for which they are invited on or within time, to avoid being turned back at the gate;
- All messages or items dropped for students at the gates must be registered and signed for by the security. Parents are not allowed to send food/drinks/snacks or any contraband items to the students. All disallowed items seized will be confiscated and donated to the needy (non-staff and non-students);



- All visitors to staff must be registered at the gate and are to park their cars in designated areas only. Contents of bags may be screened without prior notice;
- All cases of suspicious movement or items left unattended to must be promptly reported to the security;
- All visitors must be issued visitors tags to be hung conspicuously on their dress and shall be restricted in movements within the premises.

The measures above are inexhaustible. The College will continue to evolve more ways and means to ensure that all members of our community are safe. Staff, parents and students' commitment and cooperation are required and will be highly appreciated.

A number of inconveniencies go with attempts to secure lives and property but disasters caused by security breaches are more grievous and may lead to permanent disability or cessation of lives. Above all, God will preserve us as we apply common sense and take responsibility.





## 31.0 CHANGES AND AMENDMENTS

The College reserves the right to make changes to this Handbook at any time. Any changes or additions to this handbook and discipline policies will be published, circulated to all concerned and explained to students. The above procedures may vary or steps may be skipped in situations of extreme actions, defiance, or rebellion. The College authority reserves the right to take all necessary action in any situation in order to protect our community. The inability of the College to follow the process of amendment or changes in this Handbook shall not in any way invalidate the changes or amendments so made by the College authority.



### 32.0 AGREEMENT FORM

**PLEASE DETACH THIS PAGE AND RETURN TO THE COLLEGE OFFICE ON OR BEFORE THE FIRST DAY OF SCHOOL.**

Student Name (Please print):.....Class:.....

#### PARENT / GUARDIAN AGREEMENT

As the parent or guardian of the above-named student of Africa International College, I have read the Parent Student Handbook; I understand and agree that my child will be held accountable for the rules listed. I will at all times do my best to support and cooperate with the College authority in training my child to be the best for my family and his generation.

.....  
Signature of Parent or Guardian:

.....  
Date:

.....  
Full Name:

#### STUDENT AGREEMENT

I understand and will abide by the terms of the Parent Student Handbook. I further understand that any violation of the regulations listed is unethical and should I commit any violation, my access and privileges may be revoked and the College’s disciplinary and/or appropriate action may be taken. I will do my best at all times to cooperate with the College authority and my parents to bring out the best in me to fulfill my destiny.

.....  
Full Name:

.....  
Signature:

.....  
Date:



**Parent - Student Handbook  
(Africa Community School)  
Revised 2023**

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**AIC/ACS-PD001**



## 1.0 GENERAL COLLEGE INFORMATION

Address: Plot 1849, Mohammed Mahathir Street,  
Asokoro Extension, Asokoro, P.M.B. 5336,  
Wuse, Abuja.

Website: [www.aicacsabuja.com](http://www.aicacsabuja.com)

Email: [acs@aicabuja.com](mailto:acs@aicabuja.com)

Phone No.: +2348136350953

College Hours: **Classes:** 7.30am – 3.05pm

**Offices:** 8.00am – 4.00pm

College Colours: Green, Gold, White

College Motto: Knowledge in the Fear of God



## 2.0 INTRODUCTION

Welcome to Africa Community School. We exist to partner with you in educating your children. Our School is distinctively different because we seek to honor God in every aspect of our School life as we integrate godly principles into everything we do. While providing a solid academic education to prepare young people from all over the world for a successful future, we also encourage each child to develop the total man in the fear of God.

### 2.1 Our Mission:

To give young boys and girls from different backgrounds total quality education founded on Christian Principles.

### 2.2 Our Vision:

To be a leading institution of learning and create an enabling and inspiring environment where both staff and students grow to totally achieve their God-given potential.

### 2.3 Office Hours

The School office is open Monday through Friday from 8:00a.m until 4:00p.m. During holidays, limited office hours will be available and will be posted.



### 3.0 OUR CORE VALUES:

- a. **Community** - We are committed to experiencing life together (staff, students and parents) as we partner to encourage, love and serve one another in community.
- b. **Academic Excellence** - We are committed to educating the individual learner in every aspect of School life through a model that is relational and based on wisdom from God.
- c. **Total Development** - We are committed to holistic education and training where individual relationship with God Almighty and his son Jesus Christ is evidenced through worship, discipleship, fellowship, and ministry for effective world impact.
- d. **Leadership** - We are committed to developing tomorrow's leaders who are able to communicate a distinctly Christian worldview and live it out daily with character, integrity, and wisdom.

#### 3.1 Non-Discrimination Statement

It is, and shall be, the policy and practice of Africa Community School, in the admission of students and in the hiring of employees, not to unlawfully discriminate on the basis of the applicant's race, colour, gender, nationality, ethnic origin, age or physical status.

#### 3.2 Philosophy of Rules and Polices

This handbook contains information, rules, regulations, and ethical codes that help us achieve our mission as a faith-based School. We believe that Godly principles give three good reasons for rules:

##### 1. God's Command

Some of our rules are based on commands found in God's Word.



Proverbs 7:1,2b - "My son, keep my words and store up my commands within you. Keep my commands and you will live."

## **2. Good Cautions**

Some rules are made to protect us from violating basic moral rules.

Proverbs 1:8 - "Listen, my son, to your father's instruction and do not forsake your mother's teaching."

## **3. Greater Community**

Some rules are not necessarily moral laws but are guidelines for the good of society.

Romans 13: 1-6 gives authority to institutions to make such rules.

Proverbs 8: 15 (wisdom) kings reign and rulers make laws that are just."

All our rules and policies at Africa Community School have their foundation in these three areas. Many of them fall into the last category in that the rules are established for the good of the greater community. These are basically procedural issues for us that benefit the greater majority of students and families. It is our prayer that by combining our efforts with those of the home and the church, each of our students will understand our reason for rules and that all our policies will help students in their journey to become most valuable to God and man.

### **3.3 Open Door Policy**

We encourage parents to call, e-mail, or drop in to talk to the School authority at any time. If you have questions, concerns, or ideas, we would like to talk to you. It is often through the input of a student or parent that problems come to light and we then can work towards solving them.



The first step is to talk to the Parents Relations Officer. Written complaints or suggestions are to be made to the Principal only and not to individual teachers as the School acts as a collective unit.





## 4.0 ACADEMIC INFORMATION

### 4.1 Promotion to Higher Class and Repeat Policy

A total assessment of each student is made at the end of every academic session and a decision is taken on his/her promotion to the next higher class.

It will be the right of the School to decide that a student repeat a particular class if it is determined to be in his/her best interest. Each case will be reviewed thoroughly by the School authority. Factors to be considered in promoting a student to a higher class include standardized test scores; academic performance in the classroom; and physical, emotional, or social development. Parents should take personal interest and monitor their children's development. In all cases, the decision of the School authority shall be final.

### 4.2 Student/Pupils Records and Transcripts

The following policies will be followed concerning student records:

- a. Student cumulative scores are kept in the School's exam office and by the class teacher as well as the subject teacher.
- b. A parent may have access to his/her child's academic records either on written request or during Open Days scheduled by the School.
- c. No records are transferred to another school until a withdrawal form is completed and all financial obligations to the school are met in full.
- d. When the students/pupils graduates, a complete transcript will be sent to the School where the student/pupil has been accepted, if such is requested.



- e. Other non-academic records of the students will be maintained and managed by the School. These may be released to the parents at the discretion of the School.
- f. Whenever there is a change of address, phone number, work number, or other pertinent information, the School should be notified as soon as possible. Current information is necessary for the care and protection of a student in case of emergency.

### 4.3 Make-up work

Make-up work is only allowed if the student has an excused absence. Students are allowed to do make-up work for each absence up to five days. (Special circumstances, and prolonged illness, etc., may require more time. An appeal to the administration for approval is necessary).

### 4.4 Assignments/Homework Philosophy

Assignments are an important aspect of the educational experience. It reinforces the lessons covered in class and can bring the students/pupils and teachers closer together by facilitating students/pupils understanding of topics taught in class. Assignments should assist and improve learning, as well as strengthen skills and understanding gained in the classroom. It allows teachers and students/pupils to cover more content and to foster students/pupils initiative, independence, study habits, and responsibility.

### 4.5 School Assignment Guidelines

Assignments are usually written on the classroom instruction board or available on Google Classroom for students/pupils to copy. The teacher may adopt any other appropriate method to enable the students/pupils understand the nature of assignment to be done. A time frame is given with which the assignments are to be submitted by students/pupils.



## 4.6 Prep

This is an important feature of the school's academic programme. Students/pupils are obliged to attend prep regularly and promptly. Sanctions will be applied on defaulters.

## 4.7 Grading Procedures

The school will adopt best international practices in grading and assessment of all students/pupils. The grading policy which includes cumulative assessment of both quantitative and qualitative scores will be applied. Our teaching staff will be groomed to ensure that we achieve consistency. Special cases will be determined by the school authority and dealt with accordingly.

## 4.8 Withdrawal from Africa Community School

In the case of withdrawal from the school, the parents/guardian(s) of the affected students/pupils should notify the administration in person, if possible, or by letter. After the school has been notified, a withdrawal form will be issued which will include a list of all textbooks, library books and games uniforms that need to be turned in as well as fines, charges, and payments that have not been paid. The reason for withdrawal is also to be stated on the form. No records will be transferred until all outstanding fees have been paid and all school property has been returned.

## 4.9 Attendance Policies and Extended Absence Requests

Africa Community School believes attendance is vital to a successful educational experience. For this reason, the attendance policies of Africa Community School are strictly adhered to and enforced. Parents always have the right to keep their children out of school; however, the school has the right not to excuse the reason for absence if it does not fit into the following generally accepted categories: Personal illness of a student or a doctor's advice;



- a. Death or emergency within the immediate family;
- b. Pre-approved School excursion or study tour;
- c. Adverse weather conditions or Government directives affecting the City.

#### 4.10 Unexcused Absence or Lateness on resumption

An unexcused absence is an absence that the school does not consider legitimate or when the school's resumption policy has not been followed. The penalty is that there will be no repeat of teaching nor homework, tests, or other assignments that are to be graded. The school may impose penalty fees for each day students/pupils fails to report to school after resumption from Holidays. An unapproved withdrawal of students/pupils from school or an extended absence from school will be considered as permanent withdrawal or self-expulsion from the School.

#### 4.11 General Academic Information

Academic progress is reported to parents on a termly basis and at mid-term. Students/pupils reports are to be collected by parents as specified by the school.

#### 4.12 Textbooks

The following policies outline the purpose and intent of the Africa Community School curriculum and textbook adoption. The scope and sequence for each subject area as well as detailed course descriptions and the forms required for textbook adoption may be found in the curriculum guide.

- a. The philosophy of Africa Community School must be carried out in its educational programme. Textbooks and curriculum are important factors within this framework and must be carefully chosen and formulated.



- b. Africa Community School textbooks are provided to its students/pupils at the beginning of the academic year.
- c. Students/pupils are responsible for their textbooks. A mis-used textbook that is damaged beyond normal use will result in fines or replacement costs being passed on to the students/pupils.
- d. All curriculum development will be an outgrowth of the philosophy of Africa Community School.
- e. Africa Community School will not endorse or approve independent study courses that conflict with the philosophy and objectives of the school..

### 4.13 Library

It is a place for checking out books, learning library skills, reading, conducting research, and participating in serious study. Students/pupils are to take proper care of all library materials, furniture, and equipment. Improper behaviour/conduct in the library will result in loss of privileges. Book donations are a great way to expand the library. Because of limited space, Africa Community School must restrict donations to books that are in good condition and reference materials that are not outdated. Please contact the Head Teacher if you wish to donate materials. A monetary donation to the library allows the librarian to select needed books, including what the teachers have required.

The following policy statement is our position on the types of materials that will be accepted/displayed:

Africa Community School does not necessarily endorse all the contents of any book in our library from the standpoint of morals, philosophy, theology, or scientific hypothesis. We choose materials that meet certain academic standards and provide information in various fields of research and contents. The moral position of Africa Community School is in strict adherence to the



principles taught in Scripture, while our goal is to teach students/pupils critical thinking and sound discernment.

The following rules apply to those who wish to use the library:

- a. No reference works may be checked out from the library.
- b. Students/pupils will be fined for returning books late.
- c. Seriously damaged books will be assessed at the fair market value and the students/pupils charged for the replacement cost.
- d. Students/pupils must also pay to replace a lost book.
- e. Excesses in unpaid fines, lost books, or damaged books may result in a loss of library privileges and or disciplinary measures.
- f. Magazines may not be checked out from the library.
- g. Copying e-books on flash disks is not permitted.

#### 4.14 Classroom Courtesy

Students/pupils are expected to display the following ethical behaviour in the classroom:

- a. Be punctual (in class and seated when the bell rings).
- b. Be prepared (come to class with notebooks, textbooks, a writing instrument and assignments). Each time students/pupils is not fully prepared with required materials, the teacher will deal with the student/pupil as stated in the staff handbook. The teacher has the right to deal with any situation in his or her class. In extreme cases, a report is lodged with the Head Teacher.



- c. Participate (take notes, be involved in discussion, respond when called upon, etc.).
- d. Have a proper posture (avoid putting feet on desks or chair seats, tipping chairs, sitting on desk tops, or putting the head down as if sleeping).
- e. Talk in class only at the direction of the teacher (do not talk out or violate the preciousness of others).
- f. No eating or drinking in class.

#### **4.15 Cheating/Examination Malpractice**

All work should be the original work done by the student/pupil (and each class should have its peculiar tests/examination). Any instance of cheating, will result in a zero for that work and, depending on the situation, could result in complete disqualification in the particular subject. Cheating may result in suspension and/or a parent conference. Exam malpractice of any kind may result in expulsion from the school. The School shall not condone any form of exam malpractice.

#### **4.16 Academic probation:**

Gives students/pupils time and opportunity to bring failing grades up to passing level.

#### **4.17 Plagiarism and Copyright Policy:**

As part of the learning process teachers often use copyright materials to instruct students, and the law provides a number of copyright exceptions for education. This means that in some cases and under certain conditions teachers and students can use protected content without permission of the copyright owner. Plagiarism is a breach of academic integrity, which includes use of someone else's work without providing proper attribution and passing it off as your own. Plagiarism does not necessarily include copyright



infringement, although it can be used as the basis to charge someone with copyright infringement. Honesty and integrity are expected of every staff and student; and academic and/or non-academic misconduct penalties may apply in a case of plagiarism or copyright infringement.





## 5.0 DRESS CODE

### Philosophy

The School community is one that encompasses many individuals from many different families and viewpoints. We recognize that dress standards and tastes vary among individuals and traditions. The purpose of the dress code at Africa Community School is to encourage a suitable degree of modesty and uniformity.

### 5.1 Uniform (outdoor)

- Appropriate School uniforms and after School wear (as applicable) are provided by the school and may ***not be altered in any way***
- Shoes/socks must be worn at all times within the school premises.
- **Outdoor wear:** jackets and coats, hats, sunglasses, and bandanas are not to be worn during School hours.

There may be special occasions during the School year when students are required to wear special dresses.

### 5.2 Personal Grooming (Hair styling and make-up)

The styling of the hair shall reflect good grooming and moderation as may be determined by the School.

Hair styles must conform to the following guidelines:

- Hair must be neat and clean;
- Colouring of hair is not permitted;
- Boys' hair should be cut very low;
- Girls should have neat plaits or low cut, if desired; Hair coverings are not allowed
- Hair may not extend below the eyebrows or obstruct the vision;



- Hair extensions are not permitted;
- The face must be clean shaven.

Make-up should be natural in appearance and limited in quantity. Thick powdering, eye shadow, eyeliners, lipstick and nail polish are not allowed.

### 5.3 Piercing and Tattoos

The following guidelines pertaining to piercing and tattoos apply to all activities associated with the School, including extracurricular and School-sponsored events.

- Young men are not to have pierced ear nor wear any form of jewelry;
- Young ladies may have pierced earlobes and wear tiny earrings or ear knobs. (no more than one earring per lobe).
- Pierced nose, eyebrows, lips, tongues, etc. are not permitted;
- Tattoos are prohibited.

### 5.4 Neatness

All clothing must be in good state. There should be no holes, rips or tear. The uniform should be neatly patched or repaired on the outside or inside.

### 5.5 Modesty

To promote modesty, students must refrain from wearing tight fitting or sagging shirts or trousers. Shirts must be tucked in and ties worn neatly all the time.

### 5.6 Appropriateness

Clothing, jewelry, etc. with logos, messages, or symbols must be in harmony with the values, policies and standards of the School. Clothing must not communicate messages of support groups that are in opposition to what the School stands for.



## 5.7 Physical Exercise and Sports Teams Dress Code

Students/pupils must wear the appropriate Sports dress provided by the School. Uniforms for each sport are determined by the School and may be worn on games days and as when directed.

## 5.8 Dress Code Violation Policy

The School reserves the right to determine if a student's appearance is inappropriate in any manner.

- If the violation is for lack of modesty and appropriateness, the students/pupils will be sent back home to effect correction. If the violation is repeated the case will be handled as per rules and regulations.
- Student/pupil whose hair is out of dress code will be given one calendar day to comply with the standards. Students/pupils, who fail to comply will be subject to disciplinary action.



## 6.0 EMERGENCY GUIDELINES AND DRILLS

The School is to regularly conduct emergency drills which comply with Government codes. All students must participate and strictly obey regulations and procedures. An emergency plan outlining the steps to be taken during various crisis situations is to be reviewed and revised from time to time by the School.



## 7.0 HEALTH POLICIES

The School's Health service functions to promote and protect the health, safety, and well-being of students and to ensure a healthy environment that supports academic growth. Procedures for administering medication and First Aid are established by the Management in cooperation with the School nurse.

### 7.1 Injury at School

All serious injuries should be reported to the clinic for treatment. The school medical team will administer emergency First Aid and make referrals to the Hospital with which the school has a relationship or the parent's hospital.

When a student/pupil falls ill, the Class teacher must immediately refer him/her to the clinic where symptoms will be noted and appropriate treatment administered. The school Nurse or Health Assistant will notify the Head Teacher or Head of Department if it becomes necessary to send the student/pupil home. The student/pupil is not allowed to call his/her parents for this purpose.

The School would hold liable any student or staff who causes injury to another student. The medical bills and any other expenses related to the injury will be borne entirely by the Parents of the offending student or staff.

### 7.2 General Guidelines for Specific Conditions

The following are health issues for which the student/pupil will be sent home, referral to a doctor, guidelines for returning to school, and practical precautions:

Children who have any kind of contagious health conditions must be treated before returning to school.



### 7.3 Skin Diseases –

In making the decision to exclude a student/pupil from school owing to skin disease and, or, a rash, communicability to others is a primary consideration. The school nurse may be able to identify the condition using assessment; however, on occasion, a visit to the doctor may be necessary to determine whether a rash is contagious. Student/pupil referred to a physician for determination of communicability must have a physician's note that clears the student/pupil to return to school prior to, or at, the time of return to school.

### 7.4 Cuts and open wounds –

These should be covered for that student's/pupil's protection as well as the protection of others. If wounds are draining or wounds cannot be covered, parents may be asked to keep the student/pupil out of school until the wound can be safely covered or cared for. On occasion, a visit to a physician is necessary to determine communicability of the wound.

### 7.5 Sickness from Home

Students exhibiting any of the following symptoms are not permitted to resume School until the symptoms are cleared:

- Excessive body temperature or any level above normal temperature which may be a symptom of a severe illness;
- Undiagnosed rash with other symptoms (e.g., fever, cough, sore throat, etc.)
- Vomiting or diarrhea;
- Persistent cough;



- Known communicable diseases (including, but not limited to, lice, chicken pox, throat infection, measles, mumps, pink eye, fifth disease, ringworm, or scabies).
- In all cases, appropriate medical treatment and clearance must be obtained from the family Doctor before the student returns to School.

Please encourage your children to practice good hand washing at School, especially before meals, to help protect them from the spread of infection.

## 7.6 Illness at School

If a student/pupil becomes ill at school, the teacher will send the student/pupil to the School clinic. The School medical team will then assess the student/pupil and commence immediate treatment. No student/pupil will be released from School without direct contact with a parent listed on their medical form. All contacts to parents must be approved by the Head Teacher, except on emergency.

## 7.7 Medication Policy

- All medication (both prescription and non-prescription) must be taken to the office and will be stored in the clinic;
- All medication, even over-the-counter medicines must be in a recognized container/pack, where treatment is carried over to school from home;
- A permission slip for all medication signed by the parent is required. Information should include the name of the medication, dosage, time and condition for which the medication is needed;
- Prescription medication must be stored in the clinic. In addition to the parent permission form, prescription medications must be in the original physician's or pharmacy container and properly labeled with the student's/pupil's name, name of the medication, amount to be given, the



time to be given, and the duration the medication is to be taken. Pharmacies will often give duplicate containers on request so that parents can send only the amount needed at school to the school;

- Students/pupils are allowed to carry emergency medications with a physician's permit. However, these medications must be kept with the School Nurse and not stored in lockers. The student/pupil must act responsibly in carrying medication or the permit will be revoked (i.e., not share medication or leave medication unsupervised).

## 7.8 Immunization Policy

The school will comply with government immunization policies. Parents or guardians must provide the school with information on immunizations and students/pupils must be current with immunizations as may be required by the government from time to time. A medical exemption requires a physician's signature recommending exemption based on a medical condition. Medical Information Forms are available with the Head Teacher and must be renewed each school year on or before the first day of school.

If your student/pupil requires a catch-up schedule, please see the school nurse to coordinate spacing and scheduling of immunizations.





## 8.0 INFORMATION TECHNOLOGY SERVICES (COMPUTER USE)

The ICT facility is a wonderful tool that can greatly enhance the quality of the classroom instruction at Africa Community School. It also can be a distraction and harmful to the student/pupil and the educational environment when misused. The following guidelines are to protect the student/pupil and the learning environment.

The following are not permitted while using any school computer:

- Downloading and/or installing software of any kind on any school computer.
- Sending or displaying pornographic, sexually explicit material or other offensive messages or pictures.
- Sending or displaying violent and/or threatening material: advocacy of bomb-making, terrorism cultic rituals or sadistic practices or other dangerous activities, etc.
- Using obscene language.
- Harassing, insulting or attacking others
- Damaging computers, computer systems or computer networks.
- Violating copyright laws.
- Using others' passwords or identity.
- Knowingly trespassing in others' folders, work or files (e.g. someone forgot to sign out).
- Using the network for commercial purposes



- Using email, chat rooms, real time messaging of any kind during school hours which have not been authorized by a teacher (such as for sending or receiving on-going school work from/to home or participating in class forums.)
- Publicizing hurtful or slanderous information about anyone.
- Using Facebook, Instagram, Snap Chat, TikTok and other personalized websites.
- Playing computer games without authorization from the appropriate teacher - these games must be pre-installed on the computers by the system administrator. Computer free-time doesn't nullify any of the above stated rules.
- Accessing "proxy" websites which limit our school's ability to monitor students/pupils use of the Internet.
- Attempting to fix or repair a malfunctioning computer.



## 9.0 LOST BUT FOUND

Items found unattended to within the premises will be placed in the school's "lost but found" room. At the end of each term, the lost and found room is cleaned out and contents taken to the needy. It is recommended that all items (shoes, gym shirts/shorts, coats, hats, book bags and other personal items) be labeled with the student/pupil name. Any items left at school and not picked up after 90 days become the property of the school.



## 10.0 GENERAL RULES

### 10.1 Telephones Calls/Messages

Messages will be taken and delivered only through the Parents Relations office. Student/pupil or teaching staff will not be called out of class to take a call unless it is an emergency. In any emergencies, the Head Teacher or Principal must approve the contacts.

### 10.2 Visitors

The following rules apply to adult visitors:

- a. All parents/visitors are allowed into the premises only on invitation, visiting days and pre-arranged instances approved by the Head Teacher and the Principal.
- b. Visitors are limited to custodial parents, legal guardians or siblings. Others may be welcome, but should be approved ahead of time by the Head Teacher.
- c. Alumni may visit at anytime. They must sign in and out at the main gate and must go directly to the office and be limited to the approved areas only.
- d. Supplies of food/drinks must NOT be brought to the student/pupil as requested by the school authority.

### 10.3 Sporting Activities

The school seeks to maintain an emphasis on Sports and Sporting activities in general for personal rejuvenation, with a healthy degree of competitiveness. Interscholastic sports are provided for those who wish to excel in physical skills. All sporting events are under the direct supervision of the designated



officer, who provides all games and practice schedules. Students/pupils are not to be used as drivers to outside events.

At Africa Community School, Sports will be used in its proper perspective for fun, physical exercise, building of character and healthy competition, all to build up the total man.

Any student feeling unwell must bring this to the attention of the sporting authorities and will not be allowed to participate in any sporting activities until he/she is fully recovered. The School will not be held liable for any injury that occurs as a result of a failure to bring any health conditions to the attention of the College. 10.6 Narcotic drugs and substances

Abusing, possessing, using or selling of narcotic drugs or substances may result in immediate expulsion. The appropriate law enforcement authorities may be contacted.

#### **10.4 Narcotic drugs and substances**

Abusing, possessing, using or selling of narcotic drugs or substances may result in immediate expulsion. The appropriate law enforcement authorities may be contacted.

#### **10.5 Guns, Knives, Other Weapons, and Threats of Violence**

Guns (fake or real), knives, or other weapons must not be brought to school or anywhere on the school grounds at anytime. Infractions will be dealt with immediately. Any staff member, parent, or students/pupils with knowledge of threat, possession, or the actual use of a weapon must immediately report it to the school authority who will call in the local law enforcement agency to remove the student(s)/pupil(s) or visitor from the school, pending a full investigation.



## 10.6 Classrooms, Hallway/Stair Rules

Orderly and decent behaviour is expected inside the building:

- a. No eating or drinking except in designated areas.
- b. No running in the hall or on the stairs.
- c. No yelling or screaming.
- d. No jumping to touch door frames, ceilings, etc.
- e. No bouncing or throwing balls, skateboarding, or other sports activity inside the classrooms, hallways, or schools.
- f. No pushing, tripping, sliding on the railings, or other dangerous behaviour on the stairs.
- g. No sitting on window sills.

## 10.7 Drug, Tobacco, and Alcohol Policy

Africa Community School students/pupils shall not possess, use, sell, give, or otherwise transmit or be under the influence of any drug, alcohol, or related paraphernalia on School property or at School-sponsored events. All items will be confiscated and all students/pupils involved will be subject to immediate suspension or expulsion. Appropriate authorities will be notified. Africa Community School reserves the right to search student/pupil or any part of the school premises with or without notice, and/or perform random drug searches at anytime.

## 10.8 Students/Pupils Pregnancy Policy

It is the purpose of Africa Community School to maintain and present an atmosphere of morality and modesty in the lives of students/pupils involved



and in order to adhere to the standards of morality and prudence desired in the lives of our students/pupils; the following policy has been adopted.

A student/pupil who has fathered a child, is pregnant, or has given birth to a child, may not be permitted to enroll in Africa Community School, or, if already enrolled, may be dismissed upon confirmation.

Each matter of occurrence will be evaluated on a case-by-case basis.

### **10.9 Electronics**

All portable music devices, handheld computing tablets, personal computers, e-readers, gaming devices, cameras, pagers, cell phones, laser pens, etc. are prohibited. Students/pupils violating this policy will be subjected to detention and the device will be confiscated. The device will not be returned once confiscated. The School assumes no liability for stolen or lost electronic devices confiscated.

Students/pupils are discouraged from bringing valuables which are not on the check-in list/prospectus to School. Africa Community School will not be responsible for lost and/or stolen items

### **10.10 OTHER ACTS OF MISCONDUCT**

It is not practicable to list all the possible acts of misconduct in this Handbook. However, the school authority will be vigilant as much as practicable and deal with each case, including, but not limited to, lateness to school functions, not completing notes or assignments, violation of safety rules, defacing school property (graffiti), rudeness and disrespect to seniors or authority, receiving and hoarding food/drinks in the classrooms, sleeping in unallocated classrooms or unauthorized visit to staff quarters, etc.



## 11.0 ANTI-BULLYING POLICY

Africa Community School, in partnership with parents and their children seek to develop individuals who are growing toward maturity. However, we live in a fallen and broken world which stains our daily experiences. Therefore, we resolve to create a multi-cultural environment that is encouraging and conducive to the growth of the entire person. We battle against the "survival- of-the-fittest" and consumerist mentality that permeates the society. Bullying or harassment is not permitted or tolerated under any guise.

### 11.1 Definitions

***"Bullying" or "harassment" is defined as any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts i.e. internet including web pages and social networking sites, emails, cell phone, personal digital assistant, or wireless hand held device) that is reasonably perceived as being motivated either by an actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical or sensory disability or impairment; or by another distinguishing characteristic.***

**Harassment or bullying** is any conduct that meets one or more of the following criteria:

It may include, but is not limited to, the following: inappropriate verbal or written communication (i.e., sexual jokes, derogatory comments, name-calling, using words to attack, threaten, or insult, verbal racial taunts, extortion of money or possessions). Some of the acts of bullying and their effects include:

- Asking younger/junior students/pupils to exchange their meals with older/senior students/pupils;





- Engaging in trade-by-barter activities with junior/younger students/pupils using their snack provisions;
- Collecting/forcefully borrowing a younger/junior student's/pupil's clothing, shoes, etc. and depriving same of the use of such wears/items;
- Punishing a younger/junior students/pupils by withholding his food;
- Depriving younger/junior students/pupils of the use of legitimate facilities under any guise;
- It may be directed at one or more student(s)/pupil(s);
- Substantially interferes with educational or spiritual opportunities, benefits, or program of one or more students/pupils;
- Sometimes it inflicts physical hurt or injury on the victims;
- Adversely affects the emotions and psychological being and may be so severe, pervasive, and objectively offensive as to inflict negative effect on the victim's educational and spiritual life.

Whether or not you accept the above description or definition, the School reserves the right to determine what constitutes bullying or harassment.

### **11.2 Sexual Harassment" may include, but is not limited to;**

- a. Verbal harassment or abuse;
- b. Pressure for sexual activity;
- c. Repeated remarks with sexual or demeaning implications;
- d. Holding or touching sensitive parts of the body;
- e. Sexual jokes, images, posters, cartoons etc.;



- f. Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, safety, job, or performance of duties.

### 11.3 Our Approach

We understand that it can be hard for school leadership to pinpoint some specific acts of bullying as they usually take place beyond direct supervision. Most bullying is done between classes, in hallways, on our playgrounds, at lunch, and at times in the schools. This will require vigilance by staff especially school staff and the support of parents in a compassionate pursuit of truth.

School leadership will partner with parents to bring out the truth of each situation and correct unacceptable behaviour, such as participating in any bullying act. The development of an atmosphere that encourages students/pupils to grow in self-discipline and the demonstration of genuine respect for all people must be pursued cooperatively between the school and the parents.

### 11.4 Reporting and Response

- a. All bullying incidents should be reported immediately to a staff member. Any students/pupils who believes he/she has been or is the victim of aggressive or harassing behaviour should immediately report that situation to the teacher, House parent, playground supervisor, or Head Teacher. These reports will be treated seriously.
- b. If the situation warrants, parents of both victim and perpetrator may be informed and summoned to the school for a meeting about the problem.
- c. There may be a range of punitive responses up to suspension or expulsion for the perpetrator.



Consequences for students/pupils who commit acts of violence, including, but not limited to, harassment and/or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behaviour, the developmental age of the students/pupils, and the student's/pupil's history of problem behaviour and performance at Africa Community School or from any discipline record prior to enrollment. Consequences will be consistent with the Student/pupil and Parents Handbook. Responsive measures are designed to correct the problem behaviour, prevent another occurrence of the behaviour, and protect the victim of the act.

### **11.5 False Reports**

Intentionally false reporting of aggressive behaviour, made to get someone into trouble is prohibited and will result in disciplinary action. The one "who cries wolf" must learn that his behaviour cannot be tolerated.



## 12.0 DINING HALL/MEAL PERIODS

Students/pupils are expected to sit at assigned tables and eat. Good manners and respect for the facility is expected of all students/pupils. Staff will be present to maintain a safe and orderly Dining hall and to communicate various procedures, which are expected of all students/pupils during break period. No student/pupil will be allowed to remain in the class room during break, even if the student/pupil is not interested in eating during break period.



## 13.0 FIELD TRIPS

Field trips are planned to match a stated education objective and must be planned according to the procedures established by the School and approved at least 3 weeks prior to the trip. The mode of transportation is school-owned vehicles or scheduled airlines.



## 14.0 SPECIAL ACTIVITIES POLICY

The following school board policies guide all extra-curricular and co-curricular activities:

- a. All activities related to, or sponsored by, Africa Community School during school hours must be directly related to the purpose of the school, unless otherwise approved by the school authority.
- b. Events scheduled on a school night should be scheduled so the participants/parents are released home as early as possible, preferably no later than 7:00pm.
- c. All co-curricular activities should be self-supporting through fund-raising, donations, participation fees, or other means approved by the school authority. Such funds shall be used only for the activity for which it was designated, unless otherwise approved by the school and accounted for through separate accounts for each activity.



## 15.0 STUDENTS/PUPILS' COUNCIL

The students/pupils council may be established to teach and model leadership to our students/pupils. A designated number of students/pupils will be elected to represent each of the classes. The student/pupil council activities are organized in line with approved guidelines of the School.



## 16.0 RESPECT FOR OTHERS

- a. You will not repost a message that was sent to you privately without permission of the person who sent you the message [unless you need to disclose illegal, inappropriate, or harassing language to your teacher].
- b. You will not post or type information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks.
- c. You agree not to send hate mail or messages.
- d. You will not harass another person by a persistent action that distresses or annoys another person and you must stop if asked to do so.
- e. You will not post private information about yourself or another person.





## 17.0 CONSEQUENCES FOR FAILURE TO OBSERVE RULES ON USE OF ICT FACILITY

The use of the computer systems and equipment is a privilege, not a right. This privilege may be revoked, if abused, and may subject the individual to discipline, civil penalties, and/or criminal penalties. The user is personally responsible for his/her actions in accessing and utilizing the school's computer resources. A good rule to follow is to never view, send, or access materials which you would not want teachers, parents or supervisors to see.

The range of consequences for misuse is as follows:

- Verbal and/or written warning.
- Loss of privileges for a period of time, determined by the administration and appropriate to the offense.
- Progressive disciplinary action according to the code of students/pupils conduct for students/pupils, including possible suspension and/or expulsion.
- Appropriate disciplinary action for staff members, including suspension or dismissal.
- Criminal prosecution or civil penalties.

Users, or their parents/guardians, will be personally charged and held responsible for any costs related to damages caused by intentional misuse, lack of care and/or reasonable precautions.



## 18.0 EXPECTATIONS FOR PARENTS

Africa Community School's educational mission is a partnership between the School and the families of our students/pupils. As part of this shared responsibility, the School expects parents to:

- Read and sign the Parent Student/pupil Handbook;
- Notify the School of any absences with proper-documentation;
- Complete the medical information form and timely notify the school of any changes;
- Attend parent-teacher conferences at the request of the School;
- Make timely payments of all fees on or before resumption of each term;
- Should a concern arise, endeavor to resolve the matter in accordance with Biblical principles as follows:
  - First contact and meet with the Head Teacher/Principal to resolve the issue;
  - If a meeting with the Head Teacher does not resolve the matter, then contact the higher authority through the Parents Relations Office.

We ask parents to support the School with their prayers and with positive attitude. Please observe the Matthew 18:15-17 principle, and refrain from lodging complaints or making negative comments to students/pupils, other individuals, or via social media.

While we do not expect this to happen, if at any time administration determines that a parent's actions do not support our mission or that they reflect a lack of cooperation in this partnership, the School has the right to request the withdrawal of your student(s)/pupil(s).



## 19.0 PARENT VOLUNTEERS

Parent volunteers are a very valuable resource at Africa Community School and volunteering is an important way that parents can partner with Africa Community School in their child's education. Parents may help in the computer laboratory facility management, at sporting events, in the library, tutoring or in the office. They will be asked to sign in and out at the front office and wear a nametag for security reasons. This period shall not be used as visiting hours for supplying of prohibited items or food to the school.



## 20.0 PAYMENT OF FEES

The school fees are charged per term and parents are expected to make full payments in the prescribed format on or before the resumption day of each term.



## 21.0 LOCKERS/DESKS

Lockers will be assigned to students/pupils at the beginning of the school year. No student/pupil is to change this assignment without approval from the School. Students/pupils will be asked to remove items that the administration deems inappropriate. No open containers of candy, food, or drink may be stored in lockers. Africa Community School will not assume responsibility for items left in School lockers. All students/pupils are encouraged to lock their lockers at the end of each school day.



## 22.0 RESTRICTED AREAS

For the safety of all, the following rooms, among others, are restricted to authorized personnel only: Mechanical areas (electrical rooms, storage, and supply rooms), chemical storage rooms and school workrooms etc. Student's/pupil's are not to visit the restricted areas without permission. Any student/pupil or visitor found in restricted areas will be appropriately dealt with or handed over to the security.



## 23.0 FAMILY VACATIONS/CELEBRATIONS

Africa Community School strongly encourages families to schedule trips, vacations and celebrations around the School calendar if our student/pupil is to be involved. No approval will be granted for requests to travel or family celebrations while the school is in session. Absence from school during exam weeks will result in zeroes for any missed exams, particularly if absence is a deliberate attempt to subvert our rules. The final consequence may be expulsion.



## 24.0 STUDENT CONDUCT

The mission of Africa Community School is to “Cultivate quality godly Leaders.” To “cultivate” is to educate, school, train, or foster the growth of something. It is our goal to train our future leaders with care appropriate and godly virtues. God’s Word is the foundation for these character qualities and is the framework to guide a culture of godly character to serve Africa and the world at large.

The qualities set forth below are not intended to be an exhaustive list, but will be used as common guidelines for all students/pupils in the school. The Scripture will direct all interaction with the student/pupil in matters of conduct. It is in learning and living our lives in the light of God’s Word that we will see the growth of quality Christian leaders.





## 25.0 BASIS OF STUDENT CONDUCT

### 25.1 Love

All students/Pupils are expected to honor others by their words and actions, treating others the way they would want to be treated, and seeking to meet others' needs unselfishly.

John 15:12; Matthew 7:12; Philippians 2:3

Other attitudes that represent this character quality include, but are not limited to:

Respect – Romans 12:10

Compassion – Colossians 3:12

Forgiveness – Colossians 3:13

### 25.2 Responsibility

All students/Pupils are expected to be self-controlled, seeking to make Godly choices. And taking full responsibility for their own choices and conduct.

2 Timothy 1:7; 2 Corinthians 8:21; Romans 14:12

Other attitudes that represent this character quality include, but are not limited to:

Obedience – Hebrews 13:17

Honesty – Ephesians 4:25

Integrity – Proverbs 10:9



### 25.3 Humility

All students/Pupils are expected to conduct themselves with an attitude of modesty gratitude, and a willingness to serve others.

Philippians 2:3; Thessalonians 5:18; 1 Peter 4:10

Other attitudes that represent this character quality include, but are not limited to:

Seeking Counsel – Proverbs 18:15

Honoring Authority – Hebrews 13:17

Modesty – Romans 12:1

### 25.4 Commitment

All students/Pupils are expected to work hard to accomplish tasks, seeking to do their best, and to honor God and their parents with all of their efforts.

Ecclesiastes 9:10; Colossians 3:17; 1 Corinthians 10:31

Other attitudes that represent this character quality include, but are not limited to:

Diligence – Galatians 6:9

Excellence – Colossians 3:23 – 24

Faithfulness – James 1:12



## 26.0 STUDENTS/PUPILS DISCIPLINE

In our commitment to create an effective, engaging, and loving environment for our students/pupils, any actions that detract from this type of environment violate our standard of conduct and may result in disciplinary action.

With students/pupils discipline, it is important to understand that no two situations are alike. Many factors enter into decision made by the school authority. Our goal is to produce a desired outcome, and for the students/pupils to understand his/her wrongdoing and want to change. Students/pupils and parents are encouraged to focus on their own situations and spiritual growth, not to compare or judge other student's/pupil's actions or discipline.

### 26.1 Discipline Policy

"No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it." (Hebrews 12:11)

Discipline is established and maintained at Africa Community School with the intent to train and build into lives of students/pupils. Our goal is to see students/pupils grow toward maturity. We are motivated to employ discipline here at Africa Community School for that goal. The School management, despite its human limitations, endeavor to discipline in the context of Christian love and for the betterment of the individual student(s)/pupil(s) and our community.

At times, the School rules will be applied for behaviour that occurs away from the school premises and outside of School time, such as criminal activities, cheating, stealing, illegal substance abuse, any other illegal activity, or sexual immorality, because those form of behaviour have impact on the school. In severe circumstances, students/pupils who have established a lifestyle



inconsistent with the standards of behaviour at Africa Community School may be withdrawn from the School.

## 26.2 Exemplary Character

The fundamental goal of Africa Community School is to present a Christian educational programme to our students/pupils and an exemplary model to the community. In light of these goals, lifestyle is an important consideration. Students/pupils enrolled at Africa Community School and the staff members who work here are considered to be representatives of Africa Community School twenty-four hours a day, seven days a week. Therefore, the administration of this school will not hesitate to assert discipline in areas where a student's/pupil's or staff member practice a lifestyle or engages in activities antagonistic to the policies, goals, and character of the School, whether those activities occur on or off campus.

## 26.3 Infractions

### 26.3.1 Reprimand and Warning

- Many infractions of an intentional or unintentional nature or infractions of a minor nature can and should be handled by gentle reprimand. Only when such infractions become repetitive or defiant should they be handled in a firmer way.
- A warning is not only a reprimand, but also a formal notice of consequences to follow should the inappropriate behaviour not be corrected. These shall be recorded by the school authority as a written warning on a student/pupil behavioral record and could result in more serious consequence.



## 26.3.2 Corporal Punishment

Africa Community School allows the use of corporal punishment to discipline students/pupils. This is only done by the designated officer(s) and after the school's due process is complied with.

## 26.3.3 Hard Labour

Some disciplinary procedures may result in the student/pupil being sentenced to carry out hard labour such as cutting of grass, cleaning of toilets, sweeping, cleaning the dining hall or other physical work or exercise

## 26.3.4 Suspension

How suspensions are served:

- a. Suspensions may be served in the School premises during regular school hours or the student/pupil is sent home for a number of days/weeks.
- b. Students/pupils will be placed in isolation for the duration of each school day of the suspension period, under the supervision of an adult monitor.
- c. Student's/pupil's are expected to invest their time during suspension in completing assignments for all of their courses.

## 26.3.5 Probation

### Types of probation

**Behavioural probation:** gives students time and opportunity to correct serious behavioural problems. Some conditions that result in behavioural probation include but not limited to:

- a. Continued deliberate disobedience.
- b. Attitude or expressed desire not to remain at Africa Community School.



- c. A rebellious and/or blatantly negative spirit.
- d. An overall negative influence on other students/pupils.
- e. Engaging in combinations of behavioral infractions expressly forbidden in the Parent Student Handbook.

### **26.3.6 Expulsion**

In some situations, the school authority may request that parents withdraw their child from Africa Community School. Such a request may occur when the student's/pupil's conduct warrants expulsion. If the parents or legal guardians refuse to withdraw their child upon request, the Police will be contacted after 24 hours of the parents' failure to comply. Once a student/pupil is expelled, he/she is not permitted on school grounds or at any school activities.

Expulsion is the last resort and when invoked would hardly be reversed. Parents and students/pupils should do all things possible to avoid this situation.

Conditions and implications of expulsion:

- a. An expelled students/pupils must be taken home by his/her parent within immediately.
- b. Expelled students/pupils are prohibited from attending school sponsored or sanctioned activities,
- c. School fees paid will be forfeited.
- d. Expulsion is the most serious disciplinary step, imposed when infractions are severe and/or repeated and any students/pupils can be expelled at any time.
- e. The School authority's decision is final.



## 26.4 Disciplinary Actions

- Verbal warning;
- Loss of privileges;
- Notifying parents of behaviour (written or verbal notice);
- Notice of correction Write Up; public apology;
- Lunch detention or after School detention;
- Removal from class and being sent to serve any appropriate punishment;
- Restitution (pay for damages);
- Hard labour for hours or days;
- Suspension –in – School or Out-of-School;
- Corporal punishment in the public;
- Withdrawal or Expulsion from School.

In addition to inappropriate behaviour at School, students/pupils misconduct outside of School hours and off of School property will be addressed and may result in disciplinary action if it adversely affects the School community.

## 26.5 Cases resulting to expulsion

The following, without limitation, constitute acts and offences that may result in expulsion:

- Examination malpractices;
- Arson;
- Engaging in secret societies/club/blood covenant;



- Sneaking out of School or jumping fence;
- Cooking in the hostel or self-catering in the School;
- Possession, use, and/or transfer of dangerous weapons (i.e., guns, knives, mace, pepper spray, etc.);
- Physical violence/assault; bullying;
- Attempt to incite panic (i.e., bomb threats, reporting a false emergency, etc.)
- Possession, use, and/or transmission of any pornographic materials or sexual immorality.
- Possession, use, and/or distribution of any drugs, alcohol or tobacco.
- Any other misconduct that the School considers to be harmful to our community or objective.





## 27.0 SPIRITUAL DEVELOPMENT

The purpose of the fellowship at Africa Community School is to lead the students/pupils in worship, instruct them in the Word of God, and encourage their daily walk in the Christian life. The fellowships are designed to broaden, expose, and challenge students/pupils via a wide range of speakers and a variety of experiences during the course of the year.

- All Christian students/pupils must attend all fellowship activities.
- Non-Christian students/pupils are to be in a designated classroom observing prep.



## 28.0 MISSIONS, SUPPORT AND SERVICE PROJECTS

Students/pupils are encouraged to participate in missions, ministry, and community service. The school often organizes projects of this nature. In addition, cash may be donated for a particular mission's project or a collection of items to send to missions or needy groups may be facilitated.



## 29.0 TEXTBOOK AND PROPERTY DAMAGE

At the beginning of each school year, each students/pupils will be issued all textbooks and supplemental material needed to complete his/her coursework. All non-consumable textbooks must be covered. Students/pupils will be charged for the replacement of any book that is lost or damaged. Any students/pupils who damages, defaces, or destroys School/Chapel property will be charged for the repair and/or replacement of such property. Destruction of property can result in expulsion from Africa Community School. Failure to pay any fines levied will result in transcripts and/or diplomas being held until all fines are paid in full.



## 30.0 SECURITY MATTERS

Security of life and property has assumed the most critical issue of concern both locally and in the international community. Africa Community School will not go to sleep on this all important matter. Accordingly, the following security measures will apply:-

- The school will continue to work closely with the Law enforcement Agencies in the interest of our safety;
- Our school has established a School Intelligence Unit (SIU) to be appropriately manned and will handle all issues of intelligence gathering within and around the school premises. It will also handle all enforcement and compliance matters;
- Visiting of students/pupils while in the School will be controlled and restricted;
- Vehicle and contents of personal bags coming into the premises will be screened without notice;
- Except on resumption or closing days for holidays, all vehicles will be limited to restricted areas or outside the main gate;
- No parent/visitor may be allowed into the premises after 5.00pm on the approved days except on emergencies or special invitation by the school authority;
- Parents/Visitors attending school programme will not be allowed into the premises after the programme is concluded or at anytime it is considered too late by the school authority. Parents are to ensure they attend programme for which they are invited on or within time, to avoid being turned back at the gate;
- All messages or items dropped for students/pupils at the gates must be registered and signed for by the security.
- All disallowed items seized will be confiscated and donated to the needy (non staff and non students/pupils s);



- All visitors to staff must be registered at the gate and are to park their cars in designated areas only. Contents of bags may be screened without prior notice;
- All cases of suspicious movement or items left unattended to must be promptly reported to the security;
- All visitors must be issued visitors tags to be hung conspicuously on their dress and shall be restricted in movements within the premises..

The measures above are inexhaustible. The school will continue to evolve more ways and means to ensure that all members of our community are safe. Staff, parents and students'/pupils' commitment and cooperation are required and will be highly appreciated.

A number of inconveniencies go with attempts to secure lives and property but disasters caused by security breaches are more grievous and may lead to permanent disability or cessation of lives. Above all, God will preserve us as we apply common sense and take responsibility.



## 31.0 CHANGES AND AMENDMENTS

The school reserves the right to make changes to this Handbook at any time. Any changes or additions to this handbook and discipline policies will be published, circulated to all concerned and explained to students/pupils. The above procedures may vary or steps may be skipped in situations of extreme actions, defiance, or rebellion. The school authority reserves the right to take all necessary action in any situation in order to protect our community. The inability of the School to follow the process of amendment or changes in this Handbook shall not in any way invalidate the changes or amendments so made by the school authority.



## 32.0 AGREEMENT FORM

**PLEASE DETACH THIS PAGE AND RETURN TO THE SCHOOL OFFICE ON OR BEFORE THE FIRST DAY OF SCHOOL.**

Student Name (Please print):.....Class:.....

### PARENT / GUARDIAN AGREEMENT

As the parent or guardian of the above-named students/pupils of Africa Community School, I have read the Parent Students/pupils Handbook; I understand and agree that my child will be held accountable for the rules listed. I will at all times do my best to support and cooperate with the school authority in training my child to be the best for my family and his generation.

.....  
Signature of Parent or Guardian: Date:

.....  
Full Name:

### STUDENT AGREEMENT

I understand and will abide by the terms of the Parent Students/pupils Handbook. I further understand that any violation of the regulations listed is unethical and should I commit any violation, my access and privileges may be revoked and the school’s disciplinary and/or appropriate action may be taken. I will do my best at all times to cooperate with the school authority and my parents to bring out the best in me to fulfill my destiny.

.....  
Full Name: Signature: Date:



# **Admission, Promotion and Withdrawal Policy**

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**AIC/ACS-PD014**





## 1.0 VISION STATEMENT

To be a leading institution of learning where both staff and students strive to fully discover and develop their God-given potential to impact the world.

## 2.0 MISSION STATEMENT

To give boys and girls from different backgrounds the opportunity to obtain the most thought-out quality education founded on Christian principles.

## 3.0 ADMISSION

### 3.1 General Principles Regarding Admission

The selection of students and pupils into Africa International College (AIC) and Africa Community School (ACS) shall be determined by the appropriate authority in each School within the general framework of our vision and these Policy statements. The Senior Management headed by the Principal in each School shall exercise the approval authority for all admissions.

The admission into our Schools for all classes shall be conducted in a professional manner while maintaining the integrity of the schools.

Our Schools are opened for all pupils and students irrespective of race, ethnic or social origin, gender, religion provided the parents of the students and pupils consent to our schools' mandate, policies, regulations and philosophies.

We believe in providing an educational environment that nurtures the whole person, cultivating academic excellence alongside moral and spiritual development. As an institution founded on Christian principles, we expect all



members of our community, including parents, to actively support and uphold these principles in all aspects of our educational and communal life.

Our commitment to Christian values guides our curriculum, policies, and practices. We seek to instill in our students a strong moral compass, grounded in love, compassion, integrity, and respect for others. Through the teachings of Christ, we aim to cultivate a community where every individual is valued, supported, and encouraged to grow in their faith and character.

By seeking admission to our schools, parents acknowledge and agree to actively participate in fostering an environment that upholds our Christian values. This includes promoting an atmosphere of kindness, understanding, and inclusivity, and encouraging behaviors that reflect the teachings of Christ in both our school and the wider community.

We invite all parents who share our commitment to these principles to join us in our mission to provide an educational experience that not only prepares students for academic success but also equips them with the moral and spiritual foundation to become compassionate and responsible members of society.

### 3.2 Admission Process

S/N	PROCESS	MATERIALS NEEDED/ACTION	OFFICE RESPONSIBLE
1.	Admission Enquiries (Via Phone, email, face to face contact)	<ul style="list-style-type: none"> <li>i. School Brochure</li> <li>ii. Parents Checklist</li> <li>iii. School information</li> <li>iv. Tour</li> </ul>	Parents Relations Office



S/N	PROCESS	MATERIALS NEEDED/ACTION	OFFICE RESPONSIBLE
		v. Visit with Principal, Vice Principal, Head Teacher, as applicable	
2.	Purchase of Forms	Forms can be purchased at school or downloaded online and validated by the Accounts office only.	Accounts Office
3.	Forms and supporting documents are returned to the Parents Relations Office only.  The forms will not be collected without the supporting documents.	The supporting documents: <ul style="list-style-type: none"> <li>i. Immunization cards</li> <li>ii. Passport photographs (2)</li> <li>iii. Birth Certificate</li> <li>iv. Previous results as applicable</li> <li>v. Receipt of Payment</li> <li>vi. Medical records</li> <li>vii. Transfer OR Recommendation letter as applicable.</li> </ul> A temporary folder is created by the PRO.	Parents Relations Office
	Parents Relations Office sends the forms to the Vice		Parents Relations Office.



S/N	PROCESS	MATERIALS NEEDED/ACTION	OFFICE RESPONSIBLE
	Principal and the Head Teachers Office as applicable.		
4.	The Principal and the Head Teacher screen candidates.	<ul style="list-style-type: none"> <li>i. Exam date is set</li> <li>ii. Results are compiled and approved by the Senior Management</li> </ul>	Principal, Vice Principal, Head Teacher and Assistant Head Teacher and other selected Heads of Units.
5.	Screened and Successful Candidates List is prepared with classes assigned to the candidates. This list is to be countersigned by the principal.	<ul style="list-style-type: none"> <li>• The list is sent from the Vice Principal Academics and Head Teacher’s office to the Parents Relations Office</li> </ul>	Vice Principal Head Teacher Parents Relations Office
6.	Admission Letters are prepared.	<p>Admissions will be based on the approved list sent to the PRO. The PRO is the only officer to present the list and release of Admission Letters.</p> <p>The Principal and the Head Teacher are the only officers authorized to sign Admission letters.</p>	Parents Relations Office Admin Office.



S/N	PROCESS	MATERIALS NEEDED/ACTION	OFFICE RESPONSIBLE
7.	Admission Letters and other documents are distributed.	i. The Parents Relations Office alone is to call the parents of successful candidates. ii. Parents must go to the Accounts office to pay the acceptance fee for secondary school students only.(Accounts has the list). iii. They return to the Parents Relations Office and are given : ADMISSION LETTERS, PROSPECTUS, PARENTS STUDENT HANDBOOK, SCHOOL FEES SCHEDULE	Accounts Office  Parents Relations Office
8.	School fees and other related fees are paid. (Bus Fees as applicable)	Parents make payment to the Accounts office or submit bank tellers only; thereafter appropriate receipts will be issued.	Parents Relations Office  Accounts Office



S/N	PROCESS	MATERIALS NEEDED/ACTION	OFFICE RESPONSIBLE
9.	School supplies are collected	Parents and new students are to go to the store to collect their materials (Books and Uniforms)	Store Parents Relations Office
10.	On Resumption	The Principal/Head Teacher assigns the duty of registration and welcome programme for all new students/pupils to a committee set up by him/her.	Academic Office Parent Relations Office

### 3.3 Age Criteria

The following age criteria shall apply as appropriate.

S/N	GRADE	AGE CRITERIA	OFFICE RESPONSIBLE
1.	Pre-School	2 years	Head Teacher/P.R.O
2.	Early Years	3 years	Head Teacher/P.R.O
3.	Primary	5 – 6 years	Head Teacher/P.R.O
4.	Junior Secondary	10 years by December of year of Admission.	Principal/P.R.O



S/N	GRADE	AGE CRITERIA	OFFICE RESPONSIBLE
5.	Senior Secondary	13-14 years by December of transfer in to SS 1.	Principal/P.R.O
6.	Other Classes	With regards to other classes not listed above the age criterion shall be derived from the class immediately below the entry point.	Principal/Head Teacher

### 3.4 Transfer into AIC/ACS

The following guidelines shall apply to Students and Pupils from other Schools seeking admission into Mid-Classes in our Schools. Transfer students and pupils may be accepted subject to availability of space in the desired classes. At any rate, transfers into SS 3 are prohibited. The process of admission via transfer from other Schools will be similar to fresh admission into beginning classes as stated in Section above.

Transfers between any of our Schools are simplified. However, request for transfer from any of our Schools to another shall be in writing. All outstanding fees must be settled and a clearance form duly completed before the academic transfer letter/record is released to the parent.

#### 3.4.1 Transfer students into JS2 to SS2

##### 3.4.1.1 For JS 2:



Placement tests will be conducted over two working days, at the minimum. A minimum of seven subjects will be covered during the placement tests. The subjects including the following:

- i. Mathematics
- ii. English Studies
- iii. Basic Science
- iv. Basic Technology
- v. Business Studies
- vi. Agricultural Science
- vii. Social Studies

#### **3.4.1.2 For JS 3:**

Admission of transfer students into JS 3 is not allowed.

However, on exceptional grounds, it may be considered reasonable to the school to accept transfer at the beginning of JS 3. The grounds for this consideration may include relocation, bereavement, unrest, disasters, complex crises, etc. When it is considered to be worthwhile, the placement tests into this class will also be administered over two working days, at the minimum.

The candidates would normally be tested on the following subjects:

- i. Mathematics
- ii. English Studies
- iii. Basic Science
- iv. Basic Technology





- v. Business Studies
- vi. Agricultural Science
- vii. Social Studies
- viii. Cultural and Creative Arts

#### **3.4.1.3 SS1:**

The placement tests into SS 1 will be conducted in one or two days and the following subjects will be covered in addition to the subject combination appropriate to the candidate.

- i. Mathematics
- ii. English Studies
- iii. General paper

The subjects to be applied in the placement tests will be communicated to the parents before the test dates.

Also, in all cases of transfers into our Schools, the candidates will be made to face a panel for oral interviews. The parents will also be invited to provide written or oral explanations as may be required.

#### **3.4.1.4 Transfers into SS 2 is rarely allowed.**

On highly exceptional grounds and where the candidates demonstrate extraordinary talents, the school authority may consider offer of Transfer admissions into SS 2. In this case, the principal will determine the number of subjects and subject combination for which the students will be tested.



### 3.4.2 Deadline for Admission and Transfers into AIC/ACS

The deadline for admission and transfer in will be as follows:

i.	JS 1 (New Admission/Transfers)	End of Mid-Term Break of 1 <sup>st</sup> Term
ii.	Transfers into JS 2	End of Mid-Term Break of 1st Term
iii.	Transfers into SS 1	End of Mid-Term Break of 1 <sup>st</sup> Term
iv.	Transfers into SS 2	End of Mid-Term Break of 1 <sup>st</sup> Term

### 3.5 When Admission/transfer is completed

Offer of admission will be made in writing and all necessary documents must be submitted.

Admission process is completed only after the appropriate fees are fully paid by the parents or guardians of the students or pupils before resumption of class.

### 3.6 Parent/Guardian Responsibility

The parents are to present their children/wards in the school on the test dates and arrange for their transportation to and from the schools.

It is the responsibility of the parents or guardians to provide correct and truthful documents and information to the school. If at any time, before or after the admission is offered, it is discovered that false documents or information have been submitted to the school by the parents, the admission will be cancelled immediately, and all fees paid shall be forfeited.



### 3.7 No Refunds of Fees

Acceptance fees and any other fees paid in respect of admitted students or pupils shall not be subject to part or full refund at any time.

### 3.8 Non-Transferability of Admission

Admission offered to any student or pupil is not transferable to another person. Each prospective student or pupil of the school must be assessed individually and go through the full process of the admission before he/she is considered.

### 3.9 Deferred Admission

This is rarely permitted, however if the grounds for the request are considered cogent, the Principal may, upon written request for deferral, approve in writing such request. No deferral shall be open ended. The approval letter shall indicate specific expiration date. The applicable fees shall be the most current rates at the time of actual resumption.

## 4.0 PROMOTIONS

Promotion is the vertical movement of Students or pupils from a lower class to the next higher class after the end of an academic year.

The minimum pass mark for each subject including the core subjects, must be achieved by each student or pupil before he/she can be promoted. Any student or pupil who fails to meet the minimum requirement for promotion will be advised in writing to repeat the class.

Decisions relating to promotions will be made at all times, in the best interest of the student or pupil, the parents and the schools.

The senior management team headed by the Principal of each School is the approving authority for setting the benchmark for promotions before the examinations are written.



## 5.0 WITHDRAWAL

Withdrawal of students from our Schools either by the parents or sanctioned by the schools is not desirable. We earnestly pray that each student or pupil that is admitted goes through the full course of studies and graduate successfully, preparatory to higher education and be a better person in all ramifications.

### 5.1 Conditions for Withdrawal

However, in the unlikely event that a parent decides to withdraw his/her child from the School, the following conditions will apply:

- i. A written application for withdrawal;
- ii. All outstanding fees must be paid;
- iii. Clearance letter is obtained and endorsed by the relevant departments or units.
- iv. An academic transfer letter and records will be prepared by the School for the student or pupil.

If the above conditions are not met and the parent chooses to promptly stop the child from coming to School, it will be considered as an abscondment and abandonment of the academic programmes in our Schools. This will be placed on record as such.

### 5.2

Where a student or pupil is properly withdrawn in line with the provisions of this policy, the parents may decide to reconsider their options. If in the course of time, there is a change of mind to return the student or pupil to our School, the full process of admission and transfers-in will be applied.



### 5.3 Mid-term Withdrawals:

For mid-term withdrawals, no part or full refund of fees paid shall be treated by the Schools.

### 5.4 Withdrawal Sanctions:

Withdrawal of students or pupils may be sanctioned by the school for various reasons, some of which include:

- i. Outcome of disciplinary process, persistent lack of interest in academic programmes, examination malpractices, gross misconducts, unmanageable behaviour and conducts injurious to other members of the school community or the student or pupil concerned, etc.
- ii. In all cases of withdrawal, the School would invite the parents for a conference to discuss the details before a formal letter of withdrawal is served except on emergency situations or matters involving government authorities.

## 6.0 Approving Authority

The Senior Management, headed by the Principal of each School will be the approving authority on all matters relating to admissions, promotions, transfers and withdrawals. The authority is exercised on behalf of the Executive Secretary (ES) who is the Chief Executive Officer of the Schools.



## 7.0 Amendments

These policies are subject to change by the School authority without notice. Changes made to these policies may be written and collated electronically or printed on hard paper or both.

.....

Signed Management

Effective from July 2023



# **Child Protection Policy**

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**AIC/ACS-PD012**



## 1.0 Introduction

This policy aims to provide all members of staff, children and young people, and their families with a clear and secure framework for ensuring that all children in the school are protected from harm while in School.

Stakeholders who work with children in this school will read this policy within the framework of the Parents Student Handbook.

As educational institutions, **AFRICA INTERNATIONAL COLLEGE (AIC) AND AFRICA COMMUNITY SCHOOL (ACS)** believe in supporting all aspects of children and young people's development and learning and keeping children safe.

We understand that emotional and social aspects of learning create a foundation for all academic learning. If a child has not been supported to understand, express and resolve their feelings, they may not have the ability to share with other children, resolve the small conflicts that arise in day-to-day classroom life, or concentrate on learning. Their frustrations may cause a range of antisocial, disruptive, overly compliant or withdrawn behaviour.

All staff will work to ensure that:

- Children and young people feel listened to, valued and respected
- Staff are aware of indicators of abuse and know how to share their concerns appropriately
- All staff are subject to rigorous recruitment procedures
- All staff are given appropriate support and training

Education staff play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage. **AIC and ACS** are committed to referring those concerns via the Designated Child Protection Officer (Guidance Counselling Office) to the appropriate authorities in school, contributing to the





assessment of a child's needs and, where appropriate, to ongoing action to meet those needs.

In order to ensure children are adequately protected, we will ensure that:

- We have a designated child protection officer (DCPO) and a deputy DCPO who attend trainings at least once every two years.
- All staff are trained in basic Child Protection awareness regularly.
- All staff have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children.
- All students and their families are familiar with the Child Protection Policy
- The child protection policy is reviewed on a bi-annual basis by the DCPO and the School Board

### Recognizing Abuse

In the Child Rights Act 2003, **a child** is anyone who has not yet reached their 18th birthday.

Safeguarding and promoting the welfare of children entails:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them



or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

**Significant harm** is the threshold that justifies compulsory intervention in family life in the best interests of children and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

### Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development:

- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.



- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home.
- It may involve serious bullying (including via electronic media), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:



- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers); or
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### Special Circumstances

These include:

- Bullying
- Domestic violence
- Fabricated or induced illness
- Female genital mutilation (FGM)
- Gangs, serious youth violence and violent extremism
- 'Honour'-based violence
- Information and communication technology (ICT)-based forms of abuse
- Missing from care and home
- Not attending school
- Parental lack of control
- Parental mental illness
- Parents with learning disabilities
- Parents who misuse substances
- Pregnancy
- Private fostering
- Self-harming and suicidal behaviour
- Sexually active children
- Sexually exploited children
- Spirit possession or witchcraft



- Trafficked and exploited children.
- Young carers

## 2.0 Roles and Responsibilities

### The Designated Child Protection Officer

The designated child protection officer (DCPO) takes the lead responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training. Usually, the DCPO is also the named person who responds to allegations made against members of staff.

The DCPO is a member of staff with the authority and seniority to carry out the functions of the role.

### DCPO Responsibilities

- Refer suspected abuse and neglect to the School Authorities
- Report allegations made against members of staff to the School Authorities (Early Years / Play Providers / Childminders)
- Develop and update the Child Protection and other safeguarding policies, ensuring that staff and children/families/parents are aware of them.
- Provide support and advice to all members of staff within the setting regarding child protection concerns.
- Keep the Head teacher and Principal informed about any issues that arise.
- Ensure that cover is provided for the role when absent from the setting.
- Ensure that all staff receive appropriate Child Protection and Safeguarding Training and maintain training records.
- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection.



## Other Staff's Responsibilities

It is the responsibility of all other members of staff to ensure that all safeguarding concerns, both minor and serious, are reported to the DCPO as soon as reasonably possible.

The DCPO may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the DCPO may have.

### 3.0 Child Protection Procedures

1. You have a concern about a child / young person's wellbeing, based on:
  - a. Something the child / young person / parent has told you
  - b. Something you have noticed about the child's behaviour, health, or appearance
  - c. Something another professional said or did

Even if you think your concern is minor, the DCPO may have more information that, together with what you know, represents a more serious worry about a child.

It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.

2. Decide whether you need to find out more by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions: ...beginning with words like: 'how', 'why', 'where', 'when', 'who'?
3. Let the child / young person / parent know what you plan to do next if you have heard a disclosure of abuse or you are talking with them about your concerns. Do not promise to keep what s/he tells you secret. ...for example, 'I am worried about your bruise and I need to tell Mrs. ABC so that she can help us think about how to keep you safe'



4. Inform the DCPO immediately. If the DCPO is not available, inform their Deputy. If neither are available, speak to the Head or another senior member of staff.
5. Make a written record as soon as possible after the event, noting:
  - a. Name of child
  - a. Date, time and place
  - b. Who else was present
  - c. What was said / What happened / What you noticed ... speech, behaviour, mood, drawings, games or appearance
  - d. If child or parent spoke, record their words rather than your interpretation.
  - e. Analysis of what you observed & why it is a cause for concern.
6. The DCPO makes the referral to the School Management. The referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family.
7. The DCPO informs parent, if the parent does not already know, and if there is no reason not to let them know ...The School Management may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure) ...or in cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered
8. The DCPO remains in close communication with other professionals around the child / young person and with the family, in order to share any updates about the child / young person • Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe.
  - Attend a child protection conference when invited and provide updated information about the child
  - Attend any subsequent child protection review conferences.



- Attend core group meetings and take an active role in the implementation of the protection plan.

If a child protection investigation is pursued, the DCPO and other key school staff will:

### Safe Practice

### Safer Recruitment

The Principal is responsible for maintaining a Safe Recruitment Policy.

Safer Recruitment processes aim to:

1. Deter potential abusers by setting high standards of practice and recruitment.
2. Reject inappropriate candidates at the application and interview stages.
3. Prevent abuse to children by developing robust policies and agreeing on safe practice.

## 4.0 Allegations Against Staff

Allegations of abuse can be made by children and young people and they can be made by other concerned adults.

All allegations against staff or volunteers should be immediately brought to the attention of the Principal.

The Heads of School should take the following actions:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made
- Make a referral to the Children's Protection Agency where the child resides, if appropriate
- Contact the parents/carers of the child
- Suspend the member of staff or review his/her working arrangements, pending the investigation





- Attend strategy meetings and act upon the decisions made at these meetings

Suspension should be considered when:

- There is a cause to suspect a child is at risk of significant harm or
- The allegation warrants investigation by the police or
- The allegation is so serious that it might be grounds for dismissal

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

## 5.0 Child Protection Training

The DCPO will keep detailed records of all staff's child protection training and will issue reminders when training updates are required. It is good practice to include a safeguarding and child protection agenda item in all staff meetings.

All paid and unpaid members of staff undertake to attend basic awareness child protection training once every three years.

## 6.0 Implementation, Dissemination & Review Strategies

### Visitors

- No visitors, including tradespeople, should be allowed to wander around the premises unaccompanied when children and young people are present
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose.
- Children should not be collected by people other than their parents unless written notification has been received in advance;
- If a child is not collected after a session it is reasonable to wait approximately half an hour for a parent or carer to arrive. If the parent or carer cannot be contacted, staff should contact the Parent Relations Office.



## Supporting School Provision

Many other aspects of school provision support the aims of this policy. Schools play an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

Discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.

Other aspects of provision that support this policy are:

- Social and Emotional Aspects of Learning (SEAL)
- Sexual Health Initiatives
- School Nurse checks

## Use of Force, Restraint and Positive Handling

The School forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to cause pain or injury or humiliation.

Teachers are allowed to use reasonable force to control or restrain pupils under certain circumstances. In some circumstances, teachers and authorized members of staff can restrain pupils in order to protect them and others.

Any concerns or allegations that a member of staff may have acted inappropriately should be brought to the Principal immediately, in confidence.

## Staff Conduct

In order to protect children, young people and members of staff, we encourage staff to follow our professional code of conduct. This covers appropriate dress, the use of appropriate boundaries, social contact outside setting (including on social networking sites), the receiving and giving of gifts and favoritism, and the safe use of technology.



- Being alone with the child / young person
- Physical contact / restraint
- Social contact outside setting / appropriate boundaries
- Gifts & favoritism
- Behaviour management
- Intimate care
- Safe use of technology (Security / Internet / mobile phones / digital images of children, etc.)
- Appropriate use of social networking sites

This policy is reviewed bi-annually by the DCPO and is approved by the School Management.

All members of staff read and agree to the child protection policy before the start of their employment.

All children, young people and their families will be made to read and agree to the policy before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

Copies of this policy and supporting policies are easily accessible in the Parent Relations Office and the schools' website.

## **REVISED 2023**



# **Guidelines on Offences and Prescribed Punishments**

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**AIC/ACS-PD010**



To our Esteemed Parents/Guardians,

## NOTICE ON OFFENCES AND APPROPRIATE OUTCOMES

As part of our continuous effort to build and nurture our students in a conducive and decent atmosphere, it has become necessary to clearly spell out some unacceptable behaviour and their corresponding consequences.

1. This is with a view to ensuring that no student, parent or guardian is in doubt about what the school stands for and the actions that are considered inimical to the set objectives, safety of lives and property as well as the general wellbeing of our community.
2. The rules and regulations here will be applied alongside those clearly stated in the school's Parent-Student handbook.
3. The offences contained in the attached document are by no means exhaustive and the appropriate penalties will be applied as determined by the school authority on a case-by-case basis. In all situations, the school will apply the principle of fairness, equity, consistency and above all the fear of God in its decisions.
4. All parents/guardians and their children should note that they are bound by these guidelines as parents and students of Africa Community School.
5. Thank you for your corporation and God bless.

With regards as always.

Signed

**ACS Management**



## Rules and regulations & penalties

### Section A

Part one: Gross misconduct	Outcome/Penalties
<p><b>Offences:</b></p> <ol style="list-style-type: none"> <li>1. Leaving the school premises without appropriate authorization</li> <li>2. Examination malpractice /tampering with school records</li> <li>3. Demonstration and rioting</li> <li>4. Engaging in secret societies/clubs</li> <li>5. Smoking/drinking (alcoholic beverages or drinks)</li> <li>6. Possession of weapons e.g., firearms, knives etc. and pornographic material</li> <li>7. Homosexual/lesbian relationships</li> </ol>	<p>The ultimate penalty for these offences is expulsion from the school, whether or not the student has registered for final examination in JS 3 and SS3.</p>

### Section B

S/N	GENERAL OFFENCES	The outcome /penalties will include but not limited to the following
1.	Eating other students' food & snacks	Write a letter of undertaking, clean classes on the student's floor for 1 week at break time/ closing



S/N	GENERAL OFFENCES	The outcome /penalties will include but not limited to the following
2.	Leaving the class without provable permission, loitering around the school during class time	Miss break outside for 3 days, and sporting activities for 1 week, miss sporting activities for 2 weeks (should be on uniform), engages in spiritual activities for 1 day
3.	Eating outside break/ lunch time	Seizure, make and read out minimum 10 reasons he/she should be forgiven, clean the class for after school the same day.
4.	Improper handling of personal properties in class	Caution, 1 week of class arrangements.
5.	Using abusive or foul languages / rude behaviour to teachers	Write a letter of undertaking, holds a placard about his/ her offence for 3 days at break time, cleaning classes on his/her floor for 1 week, wearing of an apron indicating the offence committed, public apology and disciplinary sanctions as proffered by the disciplinary committee.
6.	Bullying	Write a letter of undertaking, holds a placard about his/ her offence for 3 days, public apology on the assembly ground, wearing of apron indicating the offence.
7.	Wearing unapproved uniforms and improper dressing	Students will be made to dress properly. Student will not be allowed in the school premises/ class, seizure,



S/N	GENERAL OFFENCES	The outcome /penalties will include but not limited to the following
	(students/parents). Sagging of trousers and ties, short skirts, flying of shirt, no tie, hairdo, wrong shoes, socks and sportswear,	community service (washing of toilets) for repeated offender.
8.	General noise making, class disorderliness, noise making during teaching periods, loitering during lesson periods.	Observe break time in class, floor mopping & cleaning at break time for 3 days, clearing other classes trash for 2 days
9.	Fighting	<p>Write a letter of undertaking, holds a placard or wear an apron about his/ her offence for 3 days, public apology on the assembly ground,</p> <ul style="list-style-type: none"> <li>• 1 day working suspension for first offender.</li> <li>• 3 days working suspension for repeated offender and letter of commitment to be of good conduct by both students endorsed by their parents.</li> </ul>
10.	Incomplete notes, assignments & continuous assessments	Reprimand, must do those assignments during break time for as long as it takes, out of sporting activities for 2 weeks, letter of commitment.





S/N	GENERAL OFFENCES	The outcome /penalties will include but not limited to the following
11.	Destruction of school or other people’s properties, defacing the classroom or school, littering the classroom or premises	Replacements & repairs with one or more days of community service.
12.	Stealing	Restitution for stolen item with letter of apology, wear an apron or hold a placard about the offence committed for minor items, community service (washing of toilets), and suspension for repeated act (at least 1 week).
13.	Lateness to school	The student will be made to return home for that day, clean the compound
14.	Boyfriend/girlfriend relationship or any other relationship (kissing, inappropriate touching of opposite gender and any form of romance)	<ol style="list-style-type: none"> <li>1. Week working suspension with letter of commitment to acceptable conduct endorsed by parents, corporal punishment,</li> <li>2. Repeated offence leads to suspension or expulsion.</li> </ol>
15.	Keeping of contraband items e.g. (cash, perfumes, alcoholic drinks, phones, laptops, games, dairy, make up	Routine checks of student’s bags, confiscation of items and not less than a day of community service.



S/N	GENERAL OFFENCES	The outcome /penalties will include but not limited to the following
	kits, novels, alcohol, mirror, jewelry)	
16.	Rudeness/ disrespect to constituted authority	Public apology, community service and disciplinary sanction as proffered by the disciplinary committee.



# **Conflict Resolution Policy**

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**AIC/ACS-PD015**



## MISSION

To give young boys and girls from different backgrounds total quality education founded on Christian Principles.

## VISION

To be a leading institution of learning and create an enabling and inspiring environment where both staff and students/pupils grow to totally achieve their God-given potential.

### **AFRICA COMMUNITY SCHOOL AND AFRICA INTERNATIONAL COLLEGE:**

- Educates students from all over the world regardless of race, sex, religion, nationality, or ethnic background, and helps them to reach their fullest God-given potential intellectually, socially, and physically
- Provides highly qualified, motivated, caring teachers who support the school's philosophy and objectives.
- Offers a multi-national structured curriculum which ensures the students acquire the skills necessary to become lifelong learners and impact their world.
- Provides appropriate resources in a safe, challenging, adaptable and supportive environment in which the student is an active participant.
- Builds a team atmosphere, in which students, teachers, parents and administrators are partners in the learning and growing process.

## Policy Statement

Africa Community School and Africa International College in pursuing its Mission and Vision, and adhering to the Philosophy and Objectives, prides itself on the quality of the teaching and pastoral care provided to its students.



All members of the ACS and AIC community should contribute to a respectful, inclusive and compassionate atmosphere where differences and even the most difficult challenges can be overcome using godly principles and scriptures (**Matthew 18 vs 15-17, Proverbs 15 vs 1, Ephesians 4 vs 26**).

The parent-school partnership plays an essential role in facing challenges and mastering problems, and an open dialogue between parents, staff and students is strongly encouraged. Through this partnership, all stakeholders (parents, students, staff and the school) can raise concerns about any issues and work together to resolve them. In rare cases where the issue cannot be resolved informally, an official written complaint can be registered with the school management.

## PROCEDURE

This policy document describes how concerns and complaints from parents are dealt with in ACS and AIC in a thorough, documented and transparent process. This is a whole school policy and applies to the Early Years, Primary and Secondary Schools. This procedure can only apply to a parent's personal experience. It cannot apply to hear-say, rumors or on behalf of another person.

A flow chart at the end of this document gives an overview of how parents should proceed if they have concerns about their child's wellbeing or academic performance. The process for addressing concerns and resolving complaints has been divided into three stages:

- Stage 1 Informal
- Stage 2 Formal
- Stage 3 Appeal



## STAGE 1 – INFORMAL RESOLUTION

It is hoped that most complaints and concerns will be resolved quickly and informally in the spirit of a good parent-school partnership.

If parents have a concern about their son/daughter's well-being or progress, they should contact the teacher through Parents Relations Office (PRO). The Teachers at ACS and AIC are responsible for the student's pastoral and academic care and should deal with the concern in a professional and responsive manner. The teacher will inform the Academic Office for records to be kept.

If the matter cannot be resolved, it may be necessary to consult as appropriate:

- Head Teacher
- Compliance Office
- Heads of Departments
- Vice Principal
- Guidance Counselors

If a resolution is still not found, then the matter will be referred to the Principal or School Management if appropriate.

Concerns raised directly to the Board of Directors, School Advisory Board, Executive Secretary or Principal will be referred back to the teacher involved, unless the Principal deems it appropriate to deal with the matter personally.

In case of a concern with non-teaching staff, the parent should contact the Administrative Office. If the matter is not solved, the parent should contact the Head of Administration.



The teacher, non-teacher or administrator will aim to resolve the issue within a reasonable amount of time and usually within one week. The parent will be kept informed of progress. After this time, and should the matter not come to a satisfactory resolution, then parents will be advised to proceed with a formal complaint in accordance with Stage 2 of this procedure.

## STAGE 2 – FORMAL RESOLUTION WITH AN OFFICIAL COMPLAINT

If the complaint cannot be resolved on an informal basis, then parents should put their complaint in writing using the complaint form which is available from the Parents Relations Office. The PRO will discuss the matter with the complainant. If possible, a resolution will be reached at this stage. It may be necessary for the PRO to engage the Compliance Office to carry out further investigations. These investigations may be delegated, as appropriate, to one or more other senior members of staff.

The complaint must be made in writing using the official form within three months of when the issue first arose, or, where a series of associated incidents have occurred, within three months of the last of these incidents.

At each stage in the procedure, the Principal/Head Teacher will seek ways in which a complaint can be fully resolved within a reasonable amount of time. Complaints may be acknowledged as valid in whole or in part. Complainants are encouraged to state what actions they feel might resolve the problem at any stage.

Once the Principal/ Head Teacher is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision within a reasonable amount of time from receipt by the school of the official complaint form. The Principal/Head Teacher will also give reasons for his/her decision.



Written records of all meetings and interviews held in relation to the complaint will be kept. If parents are still not satisfied with the decision, they should proceed to Stage 3 of this Procedure.

## STAGE 3 – APPEAL HEARING BY THE COMPLAINT PANEL

If parents seek to invoke Stage 3 (following a failure to reach a resolution in stages 1 and 2), they will be referred to the Secretary to the Board of Directors, who has been appointed by the Board of Directors to call hearings of the Complaints Panel. They must register that wish, in writing, to the Secretary to the Board of Directors within five working days of receiving the Principal/Head Teacher's decision. The matter will then be referred to the Complaints Panel for consideration.

The Secretary to the Board of Directors will convene a meeting of the appropriate committee. The Secretary to the Board of Directors, on behalf of the Panel, will then acknowledge the complaint and schedule a hearing that includes the complainant to take place as soon as practicable. This will usually be within ten working days of receipt of the complaint by the Secretary to the Board of Directors.

The Complaint Panel will consist of at least three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school. Each of the Panel members shall be appointed by the Board of Directors.

The Panel will be provided with all documents from Stage 2. The complainant may be accompanied to the appeal hearing by one other person. Legal representation will not normally be appropriate.

After due consideration of all the facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete within five working days of the Hearing. The decision of the Panel will be final. The Panel's decision,





findings and, if any, recommendations will be sent in writing to all relevant parties within five working days of the appeal hearing.

## CONDUCT AND RECORDS

Parents can be assured that all concerns raised and complaints made will be treated seriously and confidentially, and that the act of making a complaint does not have any negative consequences. The school staff and parents are required to conduct themselves in a professional manner at all times and with mutual respect.

A written record of all formal complaints will be kept by the Principal/Head Teacher including the dates of attempted informal resolution, formal resolution and, if relevant, Complaint Panel resolution.

Correspondence, statements and records will be kept confidential except where any other legal obligation prevails.

**August 2023**



All children need a positive and supportive partnership between the home and school. The Home/School Partnership must be seen as a real and active relationship, promoting the highest expectations between school, parents and pupils, and setting the standards for the future.

<b>Pupil and parent expectations of the school:</b>	<b>School expectations of parents and pupils:</b>
A safe, well-ordered, caring environment in which learning can take place.	A safe, caring home environment which allows pupils to develop positive attitudes towards school.
The pupil valued as an individual.	To support the school's behavior and homework policies.
Planned programs of teaching providing opportunities for pupils to achieve their potential.	A supportive attitude which compliments the work of the school and will allow the child to benefit from education.
Early warnings of problems concerning work, behavior or relationships.	Early contact with the school to discuss matters relating to pupil's progress, behavior or happiness.
Information about academic and social progress	Attending parent/teacher meetings to discuss pupils' progress and support them in attaining their own individual targets.
To be listened to and respected.	Positive support of the teachers' role.

We, the parents and the school, have a shared commitment to:

Help our children become happy, capable and confident, encouraging respect and care for other people and property. Provide mutual support for young people as they grow up in today's society.

We, as parents, read, understood and accept this policy which will work alongside the signed Parent Student Handbook.



# **Ability Grouping Policy**

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**AIC/ACS-PD021**



Africa Community School and Africa International College are committed to providing a Christ-centered, inclusive, and academically excellent education. Our ability grouping policy is designed to recognize and nurture the unique gifts and abilities of each student while fostering an environment of love, acceptance, and support.

## Principles:

### 1. Individualized Education:

The importance of recognizing and nurturing each student's unique abilities and talents as part of a Christian commitment to valuing each individual.

### 2. Inclusive Approach:

An inclusive environment that reflects Christian values of love, acceptance, and support for all students and pupils, regardless of their academic abilities.

### 3. Biblical Foundation:

This ability grouping policy is grounded in biblical principles, such as the parable of the talents, to emphasize responsible stewardship of the gifts and abilities given to each student.

### 4. Christian Character Development:

Incorporate the development of Christian character traits, such as humility, compassion, and patience, into the curriculum and teaching methods, regardless of ability grouping

### 5. Parental Involvement:



Encourage parental involvement in the educational process, fostering a partnership between parents, teachers, and the school community to support students at all levels.

## 6. Differentiation Strategies:

Implement differentiated instruction within ability groups to meet the diverse learning needs of students. Provide opportunities for students to excel and challenge themselves academically, regardless of their initial placement.

Ability grouping can be defined as an instructional practice with three key features, namely,

- i. It involves placing students into different classrooms or small groups based on their initial achievement skill levels, readiness, or abilities;
- ii. The main purpose of such placement is to create a more homogeneous learning environment so that teachers can provide instruction better matched to students' needs and so that students can benefit from interactions with their comparable academic peers;
- iii. Such placements are not permanent school administrative arrangements that lead to restrictions on students' graduation, destination, or career paths.

Ability grouping results in students with similar abilities being aggregated into smaller groups or classes. The purpose is to provide instruction that is better aligned with students' current levels of knowledge and skills. This can lead to a more customized learning experience for students. It plays a significant role in shaping the educational experience of students. It equally helps teachers to provide repetition and reinforcement as necessary for lower-achieving students and an advanced level of instruction for higher achievers.

The Ability grouping types adopted by both schools are stated below:



- i. **Between-class ability grouping**, which involves assigning students of the same grade/set into homogenous groups based on their prior achievement or ability levels. This is the type of ability grouping done in Africa Community School/Africa International College, Abuja. This is however not done for JSS1 and SS1 students because they are introduced to a new curriculum.
- ii. **Within-class ability grouping** (small-group instruction) involves teachers assigning students within a class to several small homogeneous groups for instruction based on student's prior achievement or learning capacities. This type of grouping is done in our Early Years classes in Africa Community School

### CLASSES AND THEIR NAMES

CLASS	NAMES
JSS1	TOPAZ
JSS2	ONYX
JSS3	SAPPHIRE
SS1	EMERALD
SS2	DIAMOND
SS3	GOLD

### How are the Students Assigned to Ability Groups?

There are various methods we use to assign students to ability groups. These methods include standardized test scores, teacher evaluations, previous academic performance, or a combination of these factors. The classes are divided into the Graceful and Dynamic classes except JSS1 and SS1 classes. Our goal is to ensure that students are placed in groups that align with their current skill levels and learning needs.



## What Type of Instruction Happens in an Ability Group?

When students are grouped by ability, instruction can be planned to meet their specific needs. Common instructional approaches we have in the schools' ability-grouped settings include:

- i. **Pacing:** Groups can progress through the curriculum at different speeds, allowing advanced learners to move more quickly and struggling students to receive additional support.
- ii. **Differentiated Instruction:** Teachers can adapt teaching methods and materials to align with the abilities and learning styles of each group.
- iii. **Peer Interaction:** Students in similar ability groups can collaborate and learn from each other, fostering a supportive learning environment.

## Benefits of Ability Grouping

Ability grouping can bring about many positive effects for both students and teachers. Some of the potential benefits of this educational practice are:

- i. **Targeted instruction:** Ability grouping permits teachers to plan their instruction to the needs of a group of students with relatively similar levels of knowledge and skills. Instead of trying to meet the diverse needs of students in a full-sized classroom, teachers can focus on delivering instruction that is specifically designed for the abilities and learning styles of students with similar or almost similar needs. This targeted approach can lead to more effective teaching and improved student outcomes.
- ii. **Individual attention:** Students with similar needs often receive better attention from teachers compared to students with different needs and levels of knowledge and skills. This is because teachers can provide personalized support and address the specific needs of the students more effectively instead of trying to meet different levels of knowledge and needs in the same



classroom at the same time. This kind of individualized attention can enhance learning and promote academic growth.

- iii. **Increased participation:** When students are grouped based on similar skill levels, they may feel less intimidated and more comfortable participating in discussions and sharing their work with others in the group. This can create a supportive and inclusive learning environment where students feel encouraged to actively engage in the learning process.





# **Staff Handbook**

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**AIC/ACS-PD002**



## 1.0 Our Vision

Be a leading institution of learning where both staff and students strive to fully discover and develop their God-given potential to impact the world.

## 2.0 Our Mission

To give boys and girls from different background the opportunity to obtain the most thought out quality education founded on Christian Principles.

## 3.0 PREAMBLE

Congratulations on joining the staff team of Africa International College/Africa Community School!

As a staff, you have been entrusted with a position of responsibility. To maintain and merit the already established respect, it is essential that you are aware of your position at all times and conduct yourselves in an appropriate manner in order to sustain the confidence reposed in you.

Every school has its own ethics which is reinforced by a set of shared values. You are expected to share these values and feel proud of being part of this School where you have voluntarily chosen to work. You should strive to uphold the school's good standards and follow the school's code of practice to ensure uniformity. You should familiarize yourself with the vision and mission and allow same to reflect in your conduct, within and outside our premises.

The Principal as Head of the School's academic Programme and by extension, a key Officer of the School who serves to direct the academic and spiritual well-being of our students, should be accorded utmost respect and support.



As a staff you ought to realize that all students must be recognized as individuals. All students must be encouraged to develop a moral conscience if they are to fulfill their potential and integrate effectively into the society. As such they should never be called names, ridiculed or belittled.

## 4.0 RESPONSIBILITY OF THE SCHOOL

- a. As the employer of all staff of the School, the school authority is committed to ensuring a sound, creative, safe, progressive and enabling environment to all the personnel to function in accordance with the terms of their employment.
- b. As indicated in each staff's letter of engagement, the agreed emolument shall be paid promptly at the end of each month.
- c. The School shall identify with the staff in all circumstances, provided that their actions and conduct conform to the school's guidelines and policies.
- d. Career progression shall be offered to all deserving staff and all personnel will be encouraged to undertake capacity building programmes relevant to their duties in the School under prescribed guidelines.

## 5.0 STAFF REGULATIONS

### 5.1 Introduction

The work schedules, expectations, dress code and other conducts expected of teaching staff shall be applicable to non-teaching staff as they relate to their specific functions.

All staff are important, both teaching and non-teaching staff, and shall be treated fairly, equally and with the fear of God. However, the sensitivity, peculiarity or specialty of each officer's work will determine to a large extent the expectations and professional best practices expected of him or her.



Some specific professions will be guided by their professional code of ethics in addition to the school's policies and guidelines.

There are other functional guidelines on areas such as maintenance, security, medical etc. that would be published and applied from time to time. All staff are therefore, required to familiarize themselves with these guidelines and follow the procedures at all times.

## 5.2 Code of Ethics

It is imperative that you familiarize yourself with and practice our code of Ethics. The lists are not exhaustive.

Staff responsibilities to the Students in their care:

- a. All teaching staff and non-teaching staff shall give foremost consideration to the students' well-being.
- b. The staff shall direct their professional effort to assisting the students to develop their whole personality including their ability to work.
- c. All staff shall inculcate in their students, honesty, integrity, and consideration for others and shall do nothing, either by precept or
- d. example, to discredit these qualities.
- e. All staff shall act, and shall be seen to act, with fairness and justice.
- f. All staff shall exercise authority in accordance with the laws
- g. of the land and recognizing the existing needs and rights of the students.
- h. All staff shall recognize that each child is an individual and
- i. that children can differ in what is required for the promotion of
- j. their education.



- k. All staff shall recognize that they have an obligation to assist all students
- l. under their care to develop their talents to the fullest.
- m. The staff shall recognize that they should work with parents
- n. to promote the welfare of their children.
- o. The staff shall make reasonable effort to protect the students from conditions detrimental to learning, health and safety.
- p. The staff shall not intentionally expose the students to embarrassment or disparagement.
- q. All staff must not use professional relationship with students for private advantage or business.
- r. The staff shall not disclose information about students obtained in the course of professional service unless such disclosure serves a compelling professional purpose and is approved by the School.

### **5.3 The Staff's Responsibilities to Colleagues**

- a. The staff shall respect the professional standing and opinions of their colleagues and shall maintain in their relations with them the highest standards of professional courtesy.
- b. All staff shall be prepared to help junior colleagues and those in training, in all possible ways.
- c. The staff shall accept the authority of senior professional colleagues while retaining the right to express professional opinion.
- d. The staff shall recognize their obligation to advance the cause of education and hence, the cause of the mission of this School.



- e. Our staff shall recognize their obligation to improve their effectiveness (as teaching or non-teaching staff) in every possible way.
- f. The staff shall, at all times, accept their responsibility for their own actions and shall be prepared to stand by the consequences.
- g. The staff shall recognize their duty to manifest responsibility, initiative and integrity in their work within guidelines laid down by the School.
- h. The staff shall not, willfully or knowingly, make any false statement(s) concerning the qualifications and competence of a candidate applying for admission or employment in the School.
- i. The staff shall not accept any gratification, gift or favour that might impair or appear to influence professional decisions or actions.
- j. No staff shall be allowed to censure other staff or to criticize their work in the hearing of students, parents and/or the general public.
- k. No staff shall be allowed by public or private statement to bring the School or their colleague into disrepute.
- l. The staff shall appreciate that, as professionals they must accept responsibility for their actions and shall have the right to protest against instructions that are either illegal, or against the school's ethics, through the approved channels.
- m. The Management shall give staff all necessary support and motivate them to be effective at work. Every staff shall have the opportunity to consult the Management on matters affecting his/her work and the school authority shall treat all staff with justice and dignity, at least when it becomes necessary, in the interest of students and other colleagues, to attain greater efficiency and more ethical professional behavior.



## 5.4 The Staff's Responsibilities to the Parents and to the Community

- a. The staff shall recognize the right of parents to consult them, through the approved channels, on the welfare or progress of their children. The staff shall recognize the right of a parent to be consulted about any matter which concerns the future development of their children.
- b. A staff shall do nothing to undermine lawful parental authority, but shall be prepared to give advice which, in their professional view is in the best interest of the students.
- c. The staff shall make every effort to encourage parents to involve themselves actively in the education and welfare of their children.
- d. No member of staff shall serve as private courier of contraband or disallowed items between parents and students.
- e. All staff shall act within the community in a manner which enhances the prestige of their profession and the School.

## 6.0 DUTIES OF TEACHING STAFF

### 6.1 Overall Purpose of Position

- i. To teach and educate according to the prescriptions of the approved Minimum Curriculum and the directives of the school authority;
- ii. To guide and assist the students entrusted to their care to develop and maximize their potential, taking cognizance of individual differences.
- iii. Main Responsibilities of the Teacher
- iv. Draws schemes of work for the whole session at the beginning of the school year;



- v. Plans each lesson on weekly basis, using the format for Lesson Notes preparation, and submits to the Head of Department for checking;
- vi. Goes to the class at the stipulated time and delivers the lesson applying appropriate teaching methods;
- vii. Makes use of appropriate instructional materials (improvising where necessary) in order to make his/her lessons interesting and to facilitate learning;
- viii. Assigns work, marks and corrects regular work carried out by his/her students and ensures that students do corrections;
- ix. Assesses, records and reports on the development, progress, attainment and behaviour of his/her students;
- x. Provides or contributes to oral and written assignments, reports and references relating to individual students or groups of students.
- xi. Participates in arrangements within an approved framework for the appraisal of the student's performance.
- xii. Promotes the general progress and well-being of individual students, groups of students or classes entrusted to him/her.
- xiii. Provides guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of improved expert advice.
- xiv. Communicates, consults and co-operates with other members of the school staff, including those having posts of special responsibility, and parents, in the interest of students.
- xv. Adopts and applies latest teaching tools, including ICT techniques which is includes but is not limited to being allowed to be recorded during





teaching sessions for online classes, to promote effective service delivery.

- xvi. Participates in meetings held in the interest of
- xvii. the students, as may be demanded by the school authority.
- xviii. Reviews and evaluates his/her methods of teaching and learning
- xix. Programme(s) within the approved Curriculum.
- xx. Advises and co-operates with the School's Principal, Head Teachers, the Heads of Department and other staff in the preparation and development of courses of study, instructional materials, staff programmes, methods of teaching and assessment and pastoral care arrangements.
- xxi. Participates in seminars, workshops and other training causes organized by the school or other organizations, for self-improvement and professional development.
- xxii. Maintains good order and discipline among students and safeguards
- xxiii. their health and safety at any time and place when students are under his/her care.
- xxiv. Participates in staff, group or other meetings for the better organization and administration of the school.
- xxv. Contributes to the professional development of new staff and/or student according to arrangements agreed upon with the school authority.
- xxvi. Provides the necessary information and advice and makes the necessary requisitions and arrangements for the subject(s) assigned to him/her.
- xxvii. Ensures the safe custody of equipment normally used by him/her during lessons and sees to its regular servicing and maintenance.



- xxviii. Attends school assemblies.
- xxix. Registers the attendance of students under his/her care.
- xxx. Shares in any possible and reasonable way, in the proper management, organization, order and discipline of the students.

### 6.3 Lesson Preparation

While preparing lessons, it is appropriate to consider the following points:

- a. What added value are you giving to the level of the student's educational achievement?
- b. How can you create ways of adding value to the students' education?
- c. How do you intend to test what has been achieved?
- d. What are your remedial plans?

### 6.4 Effective Classroom Style

In developing your style, it might help you to consider the following points:

- a. Try to be as well-organized and efficient as you can.
- b. Show by your approach that you are looking forward to teach the class and that you do not expect any problems.
- c. Make clear to the class what is expected and valued.
- d. Praise good work; review the balance between your positive and negative comments about students work and behaviour.
- e. Always be vigilant - never ignore misbehaviour or it will get worse;
- f. Use bold gestures and positive facial expressions to reinforce your style of teaching.



- g. A calm relaxed facial expression is characteristic of an effective teacher.
- h. Resist any temptation to use physical contact as a means of controlling disobedience or unruly students.
- i. Be sure to control your anger by dealing with students in a positive and assertive manner.
- j. Any act of rebellion or repeated bad conduct must be reported immediately to a higher authority for further action.

### 6.5 Homework (Assignment) and Study

Regular, effective homework/assignment is an essential part of schoolwork for all students. The type and amount of assignments that a staff issues will vary from class to class. However, it is essential to ensure that the assignment given is compatible with your school's homework guideline. Homework should consolidate the work done at school.

### 6.6 Schools Co-curricular Activities

By getting involved in the school's activities you will be contributing to the whole school programme rather than just the regular aspect. School activities will give you the opportunity to develop relationships with other members of staff and with students across the school. These relationships have a beneficial effect on your students through the mutual respect and trust gained from participating in an activity.

### 6.7 Dress Code

As a person who students look up to, you should dress as befits the dignity of your profession. You are expected to set an example to your students through the way you dress.



## 6.8 Accountability (Teachers)

As a teacher you are expected to:

- a. Be punctual and put in a full day's work;
- b. Be prepared for all lessons;
- c. Keep all students occupied and interested;
- d. Mark all work constructively;
- e. Monitor students' progress and keep an accurate record of it;
- f. Access relevant educational websites and other relevant websites regularly as this keeps you informed about latest developments taking place.

## 7.0 GENERAL GUIDELINES

### 7.1 Absence

If you are unable to attend to your duties owing to illness, you are to get the School informed at least a day before your scheduled lessons. In emergencies, the school authority must be informed immediately. A medical certificate or notice of illness must be sent to the school the same day. Where the illness occurs within the school premises, the school's medical team must be contacted for first treatment and/or referrals. The school authority will treat each case on its own merit, but a case of persistent illness for 10 working days and more will be dealt with as the school considers fit.

### 7.2 Internal Circulars and updates

A generic handbook comprising all circulars and procedures concerning the school will be issued from time to time. In addition, each department of the school might have its own internal procedures. It is important that you



familiarize yourself with such procedures since they would give you a clear picture of all aspects of the school's life and policies.

### 7.3 Data Protection

All information and any other material holding information about students shall remain the property of the School even when these are taken out of the school premises. All staff are bound by the regulations related to such matters, whether the data or information is in soft or hard copy and shall take all the measures normally taken by the school to secure such information and materials. All unauthorized release of materials to outsiders, competitors or any other person shall constitute gross misconduct and breach of contract.

### 7.4 Staff Support Service

A support service for all teaching and non-teaching staff will be offered to those that are:

- a. Experiencing difficulties related to managing behaviour in the class or hostels;
- b. Having personal emotional difficulties that affect their performance in class;
- c. Encountering hardship in integrating into the school system;
- d. Passing through difficult times due to events that have happened elsewhere or in school which are leaving a negative impact on their lives and
- e. In need of advice on administrative, spiritual or family issues.

Usually, the service is offered in the form of one-to-one sessions. Any personal and non-personal information divulged during the sessions with the counselor will be kept under strict confidence unless consent is given by the person



receiving the service. No information will be used for reporting issues neither verbally or in writing.

## 7.5 Plagiarism and Copyright Policy

As part of the learning process teachers often use copyright materials to instruct students, and the law provides a number of copyright exceptions for education. This means that in some cases and under certain conditions teachers and students can use protected content without permission of the copyright owner. Plagiarism is a breach of academic integrity, which includes use of someone else's work without providing proper attribution and passing it off as your own. Plagiarism does not necessarily include copyright infringement, although it can be used as the basis to charge someone with copyright infringement.

Honesty and integrity are expected of every staff and student; and academic and/or non-academic misconduct penalties may apply in a case of plagiarism or copyright infringement.

## 8.0 POLICY AND PROCEDURE

### 8.1 Workday

Except those on shift duties, all the admin office staff will report to school by 7:15 am, sign in at the front desk and report to their classroom or office immediately. The teacher's workday is from 8:00am until 4:00pm, Monday through Friday and any other day that staff services are required including weekends and public holidays.

When teachers are not teaching classes, their time should be spent in a constructive manner. Teachers should be planning, updating records etc. All staff are expected to remain on campus until the end of the school day. Permission to leave will only be granted for emergencies and/or school



business and must be secured from the Principal. The movement register is located in the Admin or Head of department's office as considered appropriate.

## 8.2 Sick Leave

Each member of staff is eligible to receive sick leave with full pay computed on the basis of one working day for each completed month, in the case of injury, maternity, or other temporary disability, or necessitated by exposure to contagious disease in which the health of others would be endangered by the staff's attendance, or for illness or death in the staff's immediate family.

In the case of death, 'immediate family' shall refer to spouse, child, mother, father, brother, sister, or any relative living in the household of the staff. The definition of immediate family shall also extend to grandmother, grandfather, grandchild, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, and daughter-in-law.

A physician's certificate may be requested if the staff has been absent for three or more consecutive days or exhibits chronic absenteeism.

## 8.3 Policy on Harassment

- a. Africa Community School prohibits and forbids sexual, racial, and other harassment of all members of staff and students at all times and during all occasions at school, or at any school event or activity. Any act of harassment of students or staff shall result in prompt and decisive action, which could include termination of the appointment of the offending staff, suspension or expulsion of students found guilty of harassment. The following are the procedures to implement a complaint:
- b. The Principal is primarily responsible for the reporting and investigation of all complaints on incidents occurring at the school. Other resource personnel such as Counselors, Chaplain or Head of the School



Intelligence Unit (CIU) may be involved, as deemed appropriate, to assist in the handling of any specific complaint or investigation.

- c. In any situation in which an officer is accused or suspected of harassing a student or another staff, this shall be reported to the appropriate superior officer. The Senior Officer, Head of department or any other designee of the Executive Secretary shall investigate, together with the Principal, the complaint(s). In any situation in which a student is accused or suspected of harassing another student or staff, the Principal or the designated officer shall be primarily responsible for investigating and shall report to the appropriate authority as outlined below.
- d. In each case, the investigation will include as detailed an interview with the complainant(s) or suspected victim(s) as is possible. Under all circumstances detailed interviews of the alleged harasser, as is possible, would be with adequate witnesses and evidence to satisfy the investigator that the facts have been fully explored and to determine factually what happened.
- e. The investigation will begin as quickly as possible to determine what happened and the steps that should be taken. In most circumstances, an investigation should be completed within two to seven days. The results of the investigation should be reported within three working days of the completion of the investigation. In unique circumstances where it is not possible to meet these time frames, the documentation should include an explanation as to why additional time was needed.
- f. In cases to be investigated solely by the Principal or the higher authority in the school, written documentation shall be provided to the Executive Secretary portraying the Principal's explanation as to what happened, and the recommended course of action including corrective action or interim steps to be taken for the protection of the victim(s) and/or the school.





This documentation may be in the form of student or staff discipline or may be more involved, as appropriate under the particular circumstances of the complaint and preliminary findings.

- g. All parties involved, including the victim and the alleged harasser, shall be notified of the results of the investigation and of the action taken. This may either be done verbally or in writing, depending upon the circumstance and the appropriateness of sharing with the different parties particular actions which may have been taken.
- h. Recommendations regarding changes to be made in this process or the policy implementation should be submitted to the Executive Secretary. Policy and procedures are constantly being assessed and reviewed.

## 8.4 Security

All Africa Community School staff must cooperate with the school authority and in particular, the security personnel in all matters relating to the safety of life and property either within the school or on any premises of the School. All breach of security procedure and abuse of security process shall be construed as gross misconduct that may lead to immediate termination or dismissal.

## 8.5 Visitors/Guest Speakers

Visitors who come to see a particular teacher must have a Visitor's Pass issued by the Admin. No officer or student is allowed to bring visitors to the school or to invite visitors to the premises at any time without a visitor's pass.

All guest speakers must be approved by the school authority before they are scheduled; the Security at the gate must be notified the morning a speaker is expected. Please, take a moment and send them a formal thank-you letter as well as having your students write one.



## 8.6 Accidents

All accidents resulting in injury should be reported immediately to the Clinic. The Accident or relevant report format should be filled out the same day the accident occurs.

## 8.7 Fire Drill Procedures

In case of a fire or a fire drill, the fire alarm will sound. If the alarm does not work, continuing short blasts of the class bell or voice instructions will be given. When the fire alarm sounds, all teaching/office activity should stop. All persons should leave the building and remain outside until the drill has ended or the emergency controlled. Students should be made to follow designated exit instructions, keep in a single file, walk, refrain from talking and proceed to a distance of at least 100 feet from the building. The classroom teacher or hostel parent should be the last out of the room, take a grade/roll book, keys, close the door, and remain with his/her group. The teacher or House parent will take attendance once the group has reached its proper stance from the building. The regular class bell is the signal to return to class/hostel.

## 9.0 Staff resident on the premises

The following guidelines shall apply for staff allocated residential accommodation within the premises of the School, either in the main school compound or at other locations.

- a. The School property must be handled and managed as if it is the personal item of the staff.
- b. All damages to the school property, including fittings or movable items must be promptly reported to the facility or maintenance officer.
- c. Any item carelessly or willfully damaged shall be fully paid for by the offending staff, and if the particular person involved is unknown, all persons that are



- reasonably connected to the use of the items shall be surcharged. This will promote communal responsibility.
- d. Defacing of the property by adults or children of occupants shall be fully paid for by the occupant.
  - e. All staff concerned must keep their allocated areas clean at all times and share responsibility of cleaning and clearing common grounds or hallways.
  - f. Damages caused by the visitors of any staff shall be paid for by the hosting staff.
  - g. Visitors are not allowed beyond specified times and they must be registered in and out at the main gate. Visitors with cars may park them in designated areas only and must not drive to the hostels or other restricted areas.
  - h. The Security reserves the right to check all visitors bringing consignments into the premises should they have any reasonable cause to do so at any time.
  - i. Visitors, spouse or dependent relative of staff resident in the premises must not be allowed to serve as courier for illegal or banned items. Stolen items must not be stored in the premises.
  - j. All staff resident in the premises must register any dependent relative staying with them. Friends and distant relatives are not allowed. For the avoidance of doubt, only a limited number of occupants will be allowed at any time. Dependants that qualify to be registered are spouse, children, aged mother or father, father in-law, or mother in-law, young siblings, of not more than secondary school age and house helps.
  - k. Any illegal activity or actions deemed harmful to the school's mission shall result in immediate expulsion from the premises and, where applicable, the culprit will be handed over to the law enforcement agency.
  - l. All staff shall take full and personal responsibility for the actions of their dependent relatives. The school shall be absolved of all and any responsibility arising from actions of staff's relations staying with them.



## 10.0 Disciplinary Process

### 10.1 Disciplinary steps would normally involve the following actions.

- a. Verbal or written query.
- b. Response from the accused.
- c. Investigation team (by a constituted panel).
- d. Search for further evidences.
- e. Recommendations to the school authority by the Investigating Officer or Panel.
- f. Decision by the school authority.

### 10.2 The decision to be taken may involve any one or more of the following actions:

- a. Verbal warning or reprimand;
- b. Written warning;
- c. Surcharge against salary or other entitlements, including officers' share of cooperative;
- d. Suspension for weeks or months from work either with half pay or without pay;
- e. Extraction of written and or public apology from the offender;
- f. Termination of appointment;
- g. Dismissal from the services of Africa Community School;
- h. Handover of the culprit to the Police where criminal offence is involved.



### 10.3

If gross misconduct detrimental to the mission of the School is determined, the school authority shall reserve the right to take immediate action to protect the School. The School may, in such circumstance, decide on summary dismissal or termination or stoppage of salary or handover of the officer to the Police. Also, in such circumstance, the school may decide on the appropriate disciplinary procedure to adopt.

**The following actions, among others, will constitute gross misconduct:**

- a. Examination malpractice of any kind;
- b. Private business on educational services with parents or students of the School;
- c. Stealing or embezzlement;
- d. Sexual immorality or harassment and bullying (defined in the parent-student handbook);
- e. Fighting, particularly within the school premises;
- f. Secret society or occultic practice of any kind;
- g. Keeping contraband or outlawed items for students; serving as courier for parents on such banned items/food;
- h. Collecting or soliciting for any form of gift or cash from parents to influence due process or undermine the school's guidelines and rules;
- i. Negligence or professional recklessness capable of bringing the image of the school to disrepute;
- j. Any other action that the school authority deems to be at variance to the vision, mission and Godly principles adopted by the School.



## 11.0 Grievance Policy

The following grievance/complaint procedure is to provide an orderly method for employees of ACS and AIC to process their grievances or complaints. This policy addresses two matters: (1) grievances which are subject to committee review; and (2) complaints which must be resolved without committee review.

### 11.1

It is the policy of Africa Community School and Africa International College to provide an effective procedure for solution of problems arising from the employment relationship or environment and to make every effort to resolve any grievance or complaint at the lowest possible step in the grievance/complaint procedure. To this end, a formal grievance procedure has been established for the ease and benefit of all employees. It is the responsibility of administrators and academic and supervisory personnel to inform and make available to all employees information concerning their right to file a grievance or complaint and their right to be protected from retaliation. All employees are encouraged to discuss any problems with their supervisor or Head of Department prior to utilizing any grievance/complaint procedures. No employee shall retaliate or discriminate against another employee because of the latter employee's attempt to file a grievance or complaint. Supervisors are also responsible for ensuring that the employee is free of retaliation, coercion, and/or discrimination arising from the employee's filing of or intent to file a grievance or complaint.

### 11.2 Scope

This procedure is available to all employees of Africa Community School and Africa International College. Employees shall include persons employed as administrators, teachers (including full-time or temporary contracts), professional non-teaching, clerical and secretarial, technical and para-



professional, and service/maintenance. Probationary employees are included in this definition. Students and temporary workers are not included in the definition of employees.

### 11.3 Responsibility for Implementation and Compliance

The Principal is responsible for implementation of these procedures and has the final decision-making authority in any action subject to these procedures. The Compliance Officer serves as the school's grievance officer.

### 11.4 Definitions

- a. Immediate supervisor - That person who is directly responsible for the supervision of the employee's activities.
- b. Next-higher-level supervisor - That person who is directly responsible for the supervision of the immediate supervisor's activities.
- c. Working days - Days on which offices are officially open.
- d. Date of the decision - Date the decision is communicated to the employee if communicated in person; three (3) days after delivery of the decision if communicated by e-mail.
- e. Complaints - A complaint may not be taken to a committee for review. A complaint is a concern which an employee wants to discuss with supervisory personnel in an effort to resolve the matter. Personnel actions such as performance evaluations, salary, position reclassifications, verbal disciplinary warnings, termination of support during or at the end of the initial probationary period, or retirement benefits, or position terminations due to reduction in force do not fall under the definition of complaint.



- f. Grievances - A grievance may be taken to a committee for review. An employee may only grieve those matters defined below. A grievance may result from any action that the school has taken against an employee which:
1. violates any of the school's policies or involves an inconsistent application of those same policies,
  2. violates any constitutional rights.

### 11.5 Complaint Procedure

A complaint must be brought to the attention of the employee's immediate supervisor (Head of Department) within ten (10) working days after the employee becomes aware of the problem. The employee should state the basis for the complaint and the corrective action desired in temperate and reasonable terms. The employee and the supervisor should discuss the complaint in an attempt to resolve the matter in a mutually satisfactory manner.

If the employee and the immediate supervisor are not able to reach a mutually satisfactory resolution to the complaint, the employee may proceed to discuss the matter with the next-higher-level supervisor within five (5) working days of the date of the discussion of the complaint with the immediate supervisor. Failure to comply in a timely manner shall be deemed a waiver by the employee and the complaint may not be raised again.

If the employee and the next-higher-level supervisor are not able to reach a mutually satisfactory resolution to the complaint within five (5) working days, the employee may proceed to file a written complaint form with the Compliance Office. The complaint must be filed within five (5) working days of the date of the discussion with the next-higher-level supervisor. Failure to comply within a timely manner shall be deemed a waiver by the complainant and the complaint may not be raised again.





Upon receipt of a written complaint, the Principal/ Head Teacher will allow the employee to present facts and or materials. The Principal/Head Teacher will then investigate the dispute and attempt to find a solution. Within five (5) working days, the Principal/Head Teacher will submit a written recommendation to the School Management. Upon receipt of the recommendation, Management may accept the recommendation or select the appropriate alternate resolution. The Principal/ Head Teacher decision shall be communicated to the employee within three (3) working days.

The Principal/Head Teacher's decision shall be final. Complaints do not include a right to any type of hearing, adversarial proceeding, nor the right to appeal to the School Advisory Board.

### **11.6 Grievance - General Rules of Implementation**

- a. All employees shall have access to the grievance/complaint procedure.
- b. A grievance/complaint must be presented to the grievant immediate supervisor (Step 1) within ten (10) working days after the occurrence of the incident claimed to have given rise to grievance. Any claim not presented within the timeframe provided shall be deemed to have been waived and shall not be considered. For repetitive or on-going incidents or circumstances, the
- c. grievance/complaint must be filed within ten (10) working days of the last occurrence of such incident or circumstance.) Once a final determination is made, the grievant may not later present the same grievance again to attempt to gain a more favorable outcome.
- d. The grievant is entitled to be accompanied by an advisor at each step of the grievance procedure; however, the advisor may not act as an advocate on behalf of the grievant.



- e. Employees shall be given the opportunity to pursue grievances during their assigned work time and have access to all persons, places, and official records for information necessary to the determination and processing of a grievance in the specified time limits. This access shall not interfere with normal workflow of the school.
- f. The Principal/Head Teacher may grant reasonable extensions of the applicable time limit at each stage of the procedure upon the timely showing of a good cause. The request for an extension must be in writing. The approval or denial of the request shall also be in writing.
- g. Supervisors to whom a grievance is raised and the grievance committee may consult the compliance office of Human Resources for advice on resolving grievances (except for grievances involving an action taken against the grievant by the Director of Human Resources).
- h. The grievant may withdraw in writing a filed grievance at any stage of the process.

### 11.7. Grievance Committee

- a. The Principal shall appoint a pool of committee members who have been trained about the institutional grievance committee and are regular full-time employees only.
- b. The Principal shall appoint a committee of five (5) members from that pool to hear an individual grievance within the following guidelines:
  - 1. One representative who is the same sex of the grievant.
  - 2. One representative from the same role as the grievant.
  - 3. Two representatives from job classifications non-partial to the grievance.



- c. The committee will be chaired by the Head of Administration.
- d. The term of the pool of committee members will be indefinite. In the event of a vacancy, the Principal shall appoint a new member to the pool.

## 11.8 Steps for Filing the Grievance

### 11.8.1: Discussion with Immediate Supervisor

A grievance must be brought to the attention of the employee's immediate supervisor within ten (10) working days after the employee becomes aware of the problem. The employee should state the basis for the grievance and the corrective action desired in temperate and reasonable terms. The employee and supervisor (Head of Department) shall discuss the grievance in an attempt to resolve the matter in a mutually satisfactory manner. The supervisor shall conduct any necessary or appropriate investigation and inform the employee of a decision based upon full and fair consideration of all the facts within five (5) working days of the initial discussion. The immediate supervisor will insure that the decision is clearly communicated to, and understood by, the employee. If the employee is satisfied, with the decision, no additional action is required. If the employee is not satisfied, the employee may proceed to Step 2. The requirement to proceed to Step 2 prior to Step 3 shall not be required for employees for whom the immediate supervisor or the next-higher-level supervisor is the Principal. (If no decision is communicated to the employee within five (5) working days of the initial discussion, the employee may proceed directly to Step 2 or Step 3, as may be applicable.)

### 11.8.2: Discussion with Higher-Level Supervisor

If the employee and the immediate supervisor are not able to reach a mutually satisfactory resolution to the grievance, the employee may proceed to discuss the matter with the next-higher-level supervisor within five (5) working days of the date of the decision of the immediate supervisor. Failure to comply with



Step 2 in a timely manner shall be deemed a waiver by the employee and the grievance may not be raised again. The next-higher-level supervisor and the employee shall then follow the same procedure as required in Step 1.

If the employee is satisfied with the decision reached by the next-higher-level supervisor, no additional action is required. If the employee is not satisfied, the employee is to follow the organizational chart using the same procedure. If the employee is not satisfied with the decision the employee may proceed to Step 3.

### **11.8.3: Written Grievance Statement**

If the employee and the Principal are not able to reach a mutually satisfactory resolution to the grievance, the employee may file a written grievance with the Compliance office on a Grievance Form. The grievance must be filed within five (5) working days of the date of the decision of the Principal. Failure to comply with

Step 3 in a timely manner shall be deemed a waiver by the grievant and the grievance may not be raised again.

The compliance officer may request the employee to restate the grievance for additional clarity if necessary, but such request shall not prejudice the employee in regard to the applicable time limit. At the filing of the written grievance, the employee has the option to request the grievance (1) to be investigated by the compliance office or (2) request a hearing by the grievance committee. If the employee chooses an investigation by the compliance officer, he/she will make a thorough and independent study of the grievance.

The compliance officer may request either or both supervisors to respond in writing to the grievance statement. Within ten (10) working days of the filing of the grievance the compliance officer will forward a recommendation of solutions to the Principal. Upon receipt of the recommendation, the Principal



may accept the recommendation of the compliance officer or select an appropriate alternate resolution. The Principal's decision shall be directed to the employee within five (5) working days. The Principal's decision shall be final and binding to all parties concerned. An employee dissatisfied with the resolution may not request a hearing by the grievance committee.

If the employee chooses to request a hearing by a grievance committee, the Principal shall appoint a grievance committee as established with this policy. Within ten (10) working days of the filing of the request for a hearing on the grievance, the grievance committee shall conduct an impartial hearing on the grievance, at which time it will accept and review all pertinent information presented by the employee and the Chairperson of the committee as well as any other information it deems appropriate. The grievance committee shall make a thorough and independent study. The procedure by the committee shall consist of fact finding. The committee shall be allowed to hear each witness, including the grievant, separately. The grievant shall be allowed to present any pertinent evidence to the committee and to have the committee call those witnesses who have testimony pertinent to the decision. Three (3) working days after the hearing, the Chairperson of the committee shall prepare a written report of the committee's recommendation and reasons to the President. The recommendation shall be based on full and fair consideration of all the pertinent facts and circumstances. The report shall also contain a summary of the committee's investigation and findings. Copies of the report shall be submitted to all parties involved.

Upon the receipt of the recommendation, the Principal may accept the recommendation of the committee, in whole or part, or select an appropriate alternate resolution. Within five (5) working days, the Principal's decision shall be directed to the Chairperson of the committee and all parties involved. The Principal's decision shall be final and binding as to all parties concerned.



However, grievances which are processed through the grievance committee are appealable to the School Advisory Board only after review by Management.

### 11.9 Maintenance of Records

- a. Copies of written grievances/complaints and accompanying responses and documentation shall be maintained in the office of the Head of Administration. If finding adverse to the grievant/complainant is made the finding shall be maintained in the grievant /complainant's personnel file.
- b. Copies of grievances/complaints and accompanying responses shall be maintained for at least three years.

### 12.0 Linkage with other manuals

This manual should be read and applied along with the relevant sections on security matters contained in other Manuals, Handbooks and Circulars published by the school from time to time.

### 13.0 Changes and Amendments

The school reserves the right to make changes to this Handbook at any time. Any changes to this handbook and discipline policies will be circulated and explained to all staff. The above procedures may vary or steps may be skipped in situations of extreme actions, defiance, or rebellion. The school authority reserves the right to take all necessary action in any situation in order to protect our community. The inability of the School to follow the process of amendment or changes in this Handbook shall not in any way invalidate the change or amendments so made by the school authority.



**PLEASE DETACH THIS PAGE AND RETURN TO THE SCHOOL OFFICE ON ASSUMPTION OF DUTY**

Staff Name (Please Print):.....

**Staff Agreement**

As a staff of Africa Community School, I have read this Handbook; I understand and agree with all contents of this document and other changes that may be made from time to time. I will, at all times, do my utmost best to support and cooperate with the school authority and be bound by the rules contained in this Handbook.

.....

.....

Signature of Staff:

Date:



# **Facility Management Guidelines**

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**AIC/ACS-PD021**





## 1.0 About This Guideline

The purpose of this guideline is to provide a common understanding of issues and good practice requirements involved in running efficient buildings, equipment, fittings & furniture and other assets of the Schools. This knowledge will help bridge the gaps between the various users involved in the operations, maintenance, management and administration of the facilities in the Schools and to ensure continuous benefits are derived from the use of the assets.

Structured to support the requirements of a wide range of users, this Guide can be read as a whole or for its stand-alone elements. It also acts as an initial reference for anyone involved with the facilities, including but not limited to:

- All students;
- All staff;
- Facilities managers/maintenance staff;
- Parents;
- Specialist service providers/contractors;
- Resident staff and their dependants;
- Visitors.

## 2.0 Why Facilities Management Guidelines in ACS and AIC?

Facilities Management (FM) involves guiding and managing the operations and maintenance of buildings, and other fixed assets of the Schools.

The facilities of the Schools within the main premises and in other locations are many in number and are specially designed for many users who are of different age and backgrounds.



The assets are made to last for a long period. It is therefore, imperative to set out a clear system to ensure benefits from the use of these assets over a long period of time.

## 2.1 The facility management team

The schools will strive to assemble a team of professionals and technicians with the following points under consideration at all times.

- The team is to possess varied qualifications in relevant disciplines;
- Dedicated to duty and work with passion and commitment;
- Will not compromise the safety of lives and properties within and outside the premises;
- Ready to improve their knowledge and skills;
- Honest and sincere in identifying problems areas and proffering solutions;
- Ready to seek permission and technical assistance whenever it is necessary to do so.

## 2.2 Responsibilities of Head of Facility Management/Maintenance Unit

The Head of Facility Management Unit organizes controls and coordinates the strategic and operational management of buildings and facilities in order to ensure the proper and efficient operation of all the physical aspects, creating and sustaining safe and productive environments for all users.

- He/she is to coordinate the services of the units with a team of technicians and outsourced professional service providers (individual or companies).



- He/she takes full responsibility that the services, meet varying needs to provide useful information, anticipate problems and plans ahead in dealings with all issues in order to create a conducive environment that all users can call their home.
- He/she relates with various contractors and suppliers in carrying out maintenance and upgrades, and providing services such as cleaning, property maintenance, water, electricity and other related items.
- The officer is to maintain good relationship with his or her team and promote good relationship between his staff and other members of staff/students.
- He/she will report other Head of instruction or any other person that may be so designated by the School Authority.

### 3.0 Energy/Electricity

The School buildings have the capacity to consume more energy than other single housing types. This is due to the provision of shared space and common area facilities and services, and the fact that most existing facilities serve the entire community. Improving energy efficiency and management is one of the key actions which must be taken to improve service delivery against rising electricity costs as well as reducing greenhouse gas emissions associated with the burning of fossil fuels for generation of electricity.

A number of factors contribute to energy consumption in the School premises which must be closely monitored. Some of the factors include:

- Lighting in common areas;
- Water pumping costs;
- The condition, and design of existing buildings and infrastructure;



- Air conditioning (cooling); and
- Many users are involved, most of whom are children.

Understanding how and where energy is consumed is critical to understanding a building's performance and potential to optimize consumption patterns. Typical common area or shared spaces, including class room, corridor, open or outdoor areas – particularly during the day.

### 3.1 Energy management process

Energy efficiency retrofit and improved management practices have the potential to result in significant cost savings and operational efficiency. The following step should be taken:

### 3.2 Establish an energy baseline

A basis from which to measure energy requirement or change. Baseline data can be collected from electricity bills or invoices, or other methods of computing utilization of power and should include at least some months to account for seasonal or termly variation. This step is required as new buildings are constructed or additional facilities and equipment are bought.

### 3.3 Develop an operational energy profile

Develop a picture of how the building operates throughout the day by checking buildings' energy consumption including off peak and peak times; for example, when classes are in session, the electricity supply to the hostels may be switched off and vice versa.

### 3.4 Undertake an energy audit

Energy audits are essential in the energy improvement process. This will help determine what control measures best work for the School. In some cases an expert advice may be sort to ensure critical elements are not overlooked.



### 3.5 Develop monitoring and reporting processes

Establish a system to collect, analyse and report on energy consumption and develop or purchase a system that records consumption and enables tracking against targets. Measure consumption against the initial energy baseline in order to assess energy performance trends, the effectiveness of initiatives implemented and further opportunities to improve.

## 4.0 Communicate with residents and users

Discuss energy efficiency intentions with identified stakeholders to establish intentions, exchange information and seek input or support from residents. This is necessary in order to get their buy-in and cooperation at all times

## 5.0 Energy Management Techniques

### 5.1 Power Factor Correction

Power factor is a measure of how efficiently certain equipment makes use of the electricity network. Inductive loads, such as electric motors and fluorescent lights, draw more current from the electricity network than they need to perform the useful work they are designed to do. These additional currents are out of phase with the supply voltage and perform no useful work, but are required to maintain the magnetic fields within the devices. This means we may end up paying for more power than we actually need through the peak demand portion of the tariff. The concept is expressed as the ratio of power consumed (Kilo Watts) to current flow required (Kilo Volt Amps). A power factor of 1.0 is perfect.



## 5.2 Power Factor correction settings

Ensure power factor correction equipment is operating correctly, and the power factor is ideally above 0.98, or at least, >0.95.

## 5.3 Controls Strategy

Developing a control strategy can be one of the most effective ways to reduce building energy consumption. This should take into consideration, factors such as temperature set points, thermal comfort boundaries and hours of operation.

## 5.4 Peak Demand Management

Peak demand management is essentially minimizing electricity consumption during peak periods and maximizing consumption during off-peak or shoulder periods in order to minimize cost. Understanding which loads can be reduced without impacting building operations enables Facilities Managers to manage consumption in a way that will maximize cost savings.

## 5.5 Preventive Check

The maintenance team is to carryout regular check on internal and external power cables, distribution joints, changeover switches, power switches, etc to ensure that they are in excellent working conditions. Faults detected should be reported and immediate actions taken to carry out the needed repairs or replacements.

## 6.0 Generators/other fittings

- Adequate security of the whole or parts of the generator must be pre-arranged;
- Adequate security of spare parts and fuel/diesel must be pre-arranged;
- Ensure pre-order levels of fuel/diesel ;
- Ensure good relationship with supplier(s) and have second options to avoid disappointment;



- Maintenance must be pre-arranged particularly;
  - Routine services;
  - Specific officer should be in-charge of the machines and
  - Proper hand-over procedure when officers are on shift or during holidays or weekends.

## 6.1 Thermal Mass

The School facilities have large concrete structures such as stairwells or high rising walls which provide a large volume of thermal mass which can be used for the benefit of heating or cooling purposes.

The School plans to install motion sensors in stairwells so that lights are switched off when stairways are not in use. This will ensure thermal mass provides cooling services to the building rather than heating. This can have flow on benefits such as reduced demand on air conditioning and reduced electricity consumption costs.

## 7.0 Lighting

Lighting in common areas and open field is an area where substantial cost savings (often >50 and in some cases >80) can be achieved. More efficient lamps reduce heat gain, which in turn reduces air conditioning costs, and longer-life lamps need replacing less often, reducing maintenance costs. Installing energy efficient lighting technologies, the way adopted by the School.

### 7.1 Lighting initiatives

- Establish mechanisms to ensure lights are turned off when not in use in class rooms, hostels, corridors, offices, outdoors, etc.;
- Officer(s) should be assigned specific responsibility with clear checking;



- Provide clear signage encouraging responsible lighting practices (e.g. turning lights off when not in use);
- Remove light bulbs in over lit areas (de-lamping) or where high luminance is not critical (e.g. corridors near windows);
- Lamp replacement using energy saving lamps;
- Reflector replacement – specular reflectors direct more light downward from fittings than standard reflectors;
- Motion sensors – automatically activate lights when a person enter a room, through heat or movement detection (e.g. common area bathrooms);
- Daylight-linked dimming system – photocell dimming controls sense natural light levels and turn lights down or off when sufficient daylight is available;
- Identify measures to show reductions in energy consumption.

## 7.2 Unauthorized connections and abuse of power consumptions

No staff (resident or not) or student is allowed to carry out unauthorized connections of electricity. All alternations or connections must be cleared and carried by the maintenance unit; and in some cases approval must be obtained from the school authority.

Any abuse or misuse of power/electricity will be severely dealt with by the school authority in order to safeguard lives and property.





## 8.0 Water Supply

As water efficiency and management is likely to become increasingly important because of the global climate change, water consumption and efficiency in the School will be given top priority in order to achieve significant operational savings and help our environment.

Before the school premises are connected to main water supply by the government of the Federal Capital Territory, the water supply is mainly from the boreholes dogged and maintained by the School.

### 8.1 Key water efficiency principles

Achieving water efficiency within the School is one of our key facility management objectives which require a sustained approach and good communication and engagement with all primary water users. Leak detection and management is generally recognized as the 'low hanging fruit' for water efficiency, as lighting replacement is for energy efficiency.

It is our policy to ensure that energy and water management should be considered together and an integrated solution developed (i.e. pumping water around a building has an associated energy cost).

The following steps among others should be undertaken by all the scheduled offices:

### 8.2 Develop a water baseline

A water baseline provides a basis from which to measure water consumption and changes. Data can be collected from metering if installed or the number of times the tanks are filled in a day and the volumes of the tanks. This can be done over a period of time to give an indication of fluctuations, based on weekdays, weekend or termly usage.



### 8.3 Develop an operational water profile

Develop a facility water use profile by collecting water consumption data and monitoring the consumption patterns of all the blocks/buildings and units.

### 8.4 Engage with users

While collecting consumption and other relevant data, engage with users to gauge their interest in achieving water improvements within their units. Establish a water utilization team to guide water efficiency initiatives, monitor performance, report achievements and promote awareness.

### 8.5 Set performance targets

Establish short and long term targets with consideration of the water baseline and available benchmarking data. Targets should reflect the environmental objectives, budget constraints, and what can realistically be achieved given the peculiarity of boarding school environment.

### 8.6 Evaluate and implement initiatives

Evaluate opportunities to reduce water consumption based on the returns gathered against targets and the level of difficulty for implementation.

### 8.7 Monitor consumption and check for leaks

Monitor water consumption and regularly inspect water fixtures and outdoor areas for signs of dampness/leakage.

Implement a proactive water leak detection strategy that identifies where the volume of leaks. This should be reported immediately to the head of facilities management unit. All reported leakage and damages must be attended to immediately.

### 8.8 Report performance and communicate results



Regularly measure water consumption against the initial water baseline, consumption trends, and reduction targets. Report performance and achievements to the School Authority for appropriate action. The Head of the unit is also empowered to engage the users as many times as it is necessary to administer water efficiency in the School.

## 8.9 MEN AUTHORIZED CONNECTION AND WASTAGES

Any staff or student discovered to be engaged in authorized connection and wastages of water will be appropriately dealt with. The school authority reserves the right to take all necessary actions to control cost of services, damages to property and the environment.

## 9.0 Waste

The Asokoro and Kaura Districts, where the Schools are located is not covered by the services of Abuja Environmental Agency. Accordingly the school has devised ways of managing collection and disposal of all types of waste. (It is the efficient management of this waste that the facility management Unit must be prepared for at all times).

### 9.1 Amenity Considerations

Waste collection, manual handling and disposal within a multi building premises can give rise to a number of nuisances, health and amenity related impacts such as noise from the garbage collection vehicles, odor, possible hygiene issues from waste awaiting collection, and other challenges.

### 9.2 Responsibilities

Managing waste on the day-to-day basis comes down to the residents/users responsible practices. The Facilities management unit typically plays an important role in supporting waste management through:

- Provision of separate storage and recycling spaces;



- Provision of hard waste collection locations;
- Management of charity rooms to store abandoned items;
- Managing cleaning subcontractors to ensure that waste is separated and appropriately disposed of;
- Regular Monitoring and reporting on waste performance;
- Educating residents on waste efficiency.

During building maintenance and refurbishment, waste should be managed through the promotion of reuse and recycling, packaging reduction and appropriate and timely disposal.

### 9.3 Waste efficiency options

Opportunities to improve waste management practices within the School facilities relate to the following considerations.

- Design collection and disposal system;
- Refurbish the equipment and tools required;
- Recycling and reuse some wastes;
- Education and awareness – this is a continuous process for both staff, students, contractors and visitors;
- Purchasing and procurement of appropriate materials;
- Contracts & agreements to cover all known areas affecting potential waste issues.



## 9.4 Cleaning Services

Daily and routine cleaning of the premises must be carried out to ensure a hazard free and beautiful environment conducive for learning.

This task may be carried out by in house staff. Students or out sourced. Whichever method that is used, this all important responsibility must be supersized to achieve completeness and top quality results.

Damages or stealing caused by contractor's staff must be fully paid for by the contractors or cost of replacement recovered from the fees charged by them. All wastes or waste bins contents gather from all clearing activities must be properly disposed of in the designated areas only.

## 10.0 Cleaning Maintenance

Our desire is to optimize the performance of the buildings and all facilities as this is the best 'first step' in ensuring it is financially and environmentally sustainable. For example, maintenance for greater energy efficiency is mandatory for all the facilities to ensure all assets are operating correctly and efficiently.

The following sections provide a general guide to maintenance in the School.

### 10.1 Maintenance planning

Maintenance activities fall into two basic categories - planned (i.e. routine maintenance) and unplanned (i.e. breakdowns). Manuals and specification documents should be used as a guide when developing a maintenance program which should clearly outline what needs servicing and when, as well as general routine maintenance tasks, who will undertake them and when. The Head of the unit shall ensure this responsibility is given top most attention.



## 10.2 Understand the need

Ensure you know the clear objectives developed taking into account the needs and aspirations of the staff, students and other key stakeholders, including understanding at what critical times they are required. For example, security lights at nights etc.

## 10.3 Develop Maintenance Strategies

Ensure a maintenance strategy and supporting plan is put in place with benchmarks for in-house technicians and contractors. Consider incentives for maintenance contractors to enhance efficiency in operations and maintenance.

## 10.3 Allocate Resources

Ensure the fund required is requested for and collected ahead of time. Employ suitably trained and experienced professionals to carry out maintenance activities and associated monitoring, seeking professional advice where necessary. Avoid colluding with anybody to defraud or provide substandard material or services.

## 1.0.4 Document Requirements

Ensure key documentation is in place and accessible to contractors and in house technicians e.g. Manuals, Drawings, Maintenance Log Books, Commissioning Data. And user guide to relevant stakeholders to ensure that equipment and maintenance requirements are understood and adhered to.

## 10.5 Monitor Progress

Hold regular progress meetings and encourage team effort from all stakeholders in conducting their duties. Carry out monitoring using specialists where necessary.



## 10.6 Planned maintenance strategy types

Preventative Maintenance: Where a contractor regularly inspects, maintains and calibrates plant and equipment, providing reports to the appropriate officer approves any required work.

## 10.7 Comprehensive Maintenance

Similar to above, however a contractor may be employed for the work and sets their own work plan within a full service contract commissioned by the School. Usually, comprehensive of work should be planned during holidays except on emergencies cases.

Areas carried in planned maintenance include:

- Air conditioning.
- Fire control systems.
- Fumigation and related pest destruction methods.
- Water system/tanks.
- Lighting, cabling.
- Pumps and fans.
- Electricity generator plants.
- Power Factor Correction System and
- Safety controls, etc.



## 11.0 Risk management

Within any set of facilities there are critical pieces of equipment (assets) which have a greater impact on overall performance. There is a need to identify what equipment is critical in ensuring the safety, comfort and amenity of the School.

Identify critical assets and regularly conduct their audit trail in order to understand the interdependency of the assets. In practice very few critical assets are stand-alone entities (e.g. electrical supply and a machine's electrical controls are both required in order for the machine to do work).

Identify and document replacement lead time. If assets or parts are able to be replaced promptly without significant impact on operations, they are unlikely to be critical and should be addressed as routine maintenance.

### **Identify and document replacement cost**

Assets or components which are readily available but have such a high replacement cost that they cannot be easily funded may be critical assets and should therefore, be managed strategically as distinct from routine maintenance.

### **Conduct risk assessment**

Fire is one of the greatest threats to the effective operation of assets and equipment; however other threats may include in house flood, water ingress, vandalism, mould, or smoke damage. Credible threats to the performance of each asset should be documented and a risk assessment conducted on each asset.

### **Protect critical assets**

The risk assessment process should determine the controls necessary to manage threats to each critical asset, such as alarms, special monitoring, detectors or response equipment and processes.





## 12.0 Record keeping

Records of all works should be kept for all maintenance carried out in the Schools.

All programmed maintenance, in particular essential service maintenance, must be recorded accurately and be readily available. Contractors must ensure each scheduled inspection is recorded and signed by the person carrying out the maintenance.

- Logbooks must be provided for activities relating to essential services.
- Maintenance records will assist in planning for future asset replacement.

Maintenance Contractor records should include:

- Date of inspection, test or maintenance;
- Name of person(s) carrying out the inspection/maintenance;
- Details of any faults identified;
- Action taken to rectify any faults, including the date they were rectified;
- Cost of any rectification work outside the scope of the agreement with the School.

## 13.0 Safety

Facilities Management unit and indeed every resident/user have a clear legal and moral obligation to provide a safe physical environment for all members of our community and visitors.

The provision of a safe environment is critical for the long term utility value of any facility and presents an essential aspect of the duty of care that must be demonstrated by the various stakeholders who have the ability to do so.



While identifying and mitigating existing safety issues are important, equally is critical is the need to carryout safety planning, ensuring the systems and processes are in place to identify and deal with safety issues as they arise throughout the lifespan of an asset.

Effective safety planning also limits the consequences that can arise from poor safety procedures such as higher insurance premiums and unplanned high replacement costs resulting from a serious incident.

## 14.0 Dangerous Goods

Storage and use of dangerous goods and flammable substances within the premises have the potential to cause damage to property, the environment and risk to the lives of residents. The use of chemicals for routine activities such as cleaning can give rise to significant impacts on indoor environment quality, as well as affecting the health of cleaners or those in the immediate facility.

The term 'dangerous goods' covers a wide range of materials and products, many of which are commonly stored and used within the Schools, such as:

- Paints;
- Kerosene;
- Diesel;
- Petrol;
- Paint thinner;
- Primer;
- Oil;
- Glue;
- Solvents;
- Cleaning chemicals, etc.



Irresponsible disposal of chemicals (such as pouring them down the drain) can cause significant impacts to water and waste water drainage systems, waste treatment process, and the natural environment. Thus practice must be discouraged.

### 14.1 Hazardous Substances

It may seem easy to confuse dangerous goods with hazardous substances; however they are classified according to different criteria. Dangerous goods are classified on the basis of potential immediate physical or chemical effects, such as fire, explosion, corrosion and poisoning, affecting property, the environment or people on the other hand hazardous substances are classified on the basis of health effects alone (whether immediate or long-term). As a consequence of the need to control the different risks they present, dangerous goods and hazardous substances should be treated with utmost care.

Dangerous goods management involves:

- Knowing the type and volume of each of the dangerous goods used within the facility, and the disposal requirements associated with each type;
- Providing spill kits for clean-up of oil and diesel spills;
- Ensuring materials safety sheets are available at the point of use for all dangerous goods;
- Storing and using chemicals in accordance with standard best practices to avoid fumes and odors;
- Storing flammables goods in a lockable metal cabinets further away from light source or excessive heats;
- Ensuring service providers (such as cleaning and waste removal contractors) are adequately trained in the safe storage and handling of



the dangerous goods they use, and incorporate requirements into contracts;

- Ensure large volumes of dangerous goods such as underground fuel storage tanks are properly located with controlled access.

Knowledge gained should be shared and recorded.

## 15.0 Contract Management

Contracts and out-sourcing are fundamental components of facilities management, and central to this is the identification and selection of a good network of contractors and suppliers. While the majority of skills necessary for building and facilities maintenance can be readily found, the School will require negotiation and management skills due to a growing diversity and complexity within the industry.

### 15.1 Contracts and Relationships

Contract relationships for procurement of facilities management and maintenance generally fall into two broad categories traditional procurement, and alliancing/partnering. Traditional procurement involves strict adherence to a defined specification or scope of work, whereas both partnering and alliance arrangements involve greater flexibility, and generally include incentives to encourage the delivery of better service.

Outsourcing is any task, operation, job or process contracted to a third party for a period of time. The majority of skill sets required for high rise residential facilities management and maintenance services (e.g. cleaning, air-conditioning maintenance, etc.) are relatively predictable and readily available (and therefore have predictable pricing). Any specialist skill sets which may be required at some point for facility operations and management should be identified and sourced well ahead of time.



## 15.2 Contractor Introduction

It is important to ensure all contractors and suppliers working within the School are adequately inducted. Consistent contractor induction processes should be developed and implemented including the following minimum requirements:

- A record of all employees and contractors inducted, including the date of induction;
- An introduction to the facility management team and other relevant personnel;
- Provisions for security cards and access keys;
- Verification of the ability to operate or maintain equipment;
- An outline of any work conditions or requirements;
- Copies of relevant contractor certificates, registrations, licenses, etc.;
- Work schedules;
- Specific occupational health and safety requirements;

## 16.0 Summary of key documentation

- Building or Asset Manual, describing how it is intended to operate under normal and abnormal conditions;
- Complete set of design and construction specifications and drawings, noting any changes to the original design;
- Complete set of maintenance manuals including as installed drawings;
- Complete and update set of schematics of all air, water, power, gas and hydraulics systems; as may be applicable;
- A complete asset register;



- Metering register linking meters to assets/buildings.
- Schedule showing special equipment and any household equipment connected to major source (light etc.).
- List of residential equipment including uses of dryers, heating, water heaters, air conditioners to enable assessment of constraints on system capacity;
- Current Occupational Health (OH) and Safety (S) manual;
- Fit out manual defining building design criteria and fabric performance limitations to ensure fit outs comply with building limitations;
- Register of switchboards with all connected loads and metering available on each board.

## 17.0 Contraventions

As explained in the earlier sections of this manual, the school authority will not compromise the safety of lines and property under its care. Accordingly, all contraventions to these rules or professional negligence or willful damage or fraud will be met with the appropriate disciplinary measure. Where sabotage is suspected, the relevant law enforcement agencies will be invited and legal actions will be taken by the School.

## 18.0 Linkage with other manuals

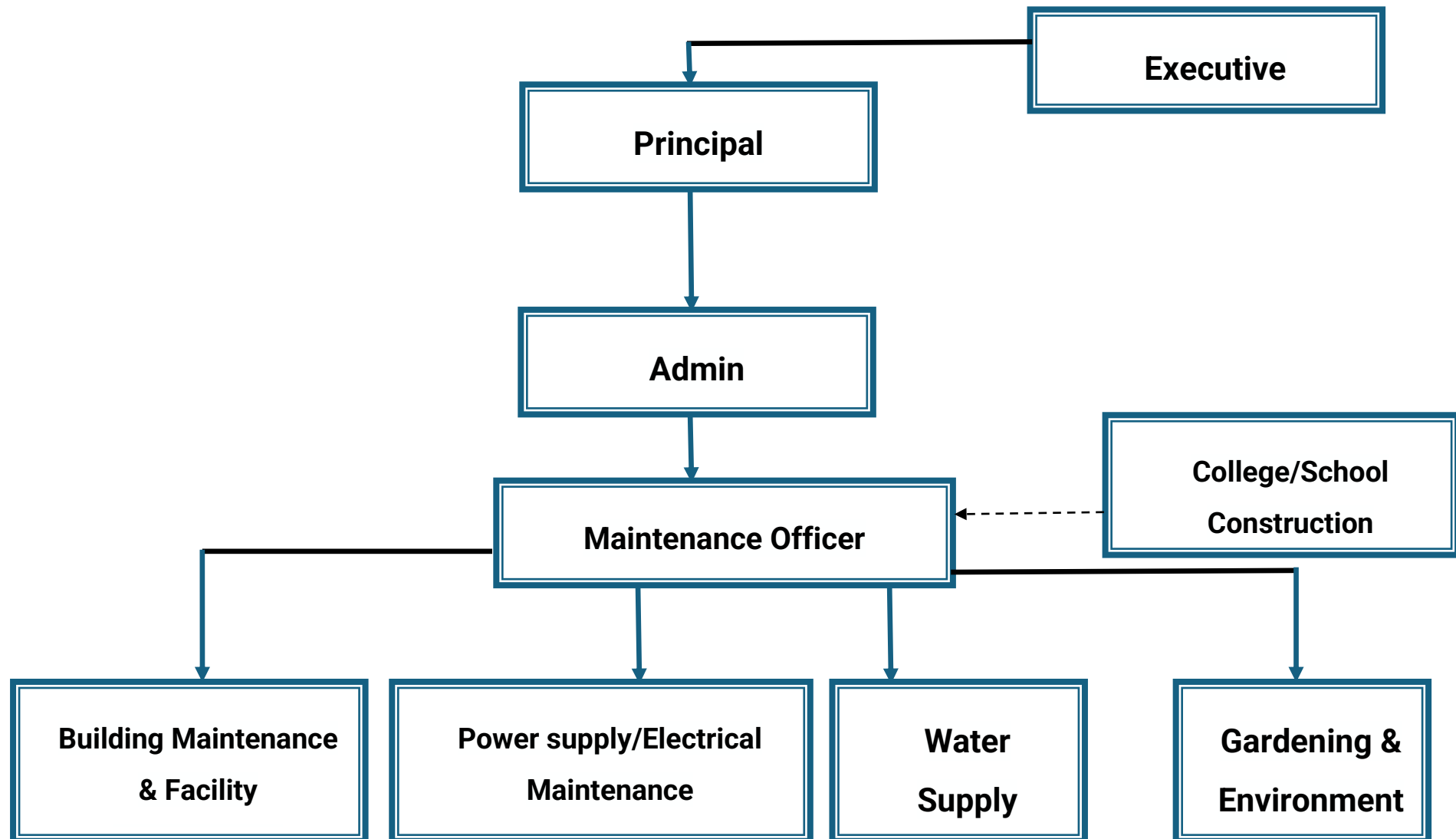
The contents of this manual or set of guidelines must be read and applied with the relevant sections contained in other handbooks, manuals or circulars that may be published by the school authority from time to time.

## 19.0 Changes and amendments

The contents of this manual may be altered, amended or new sets of guidelines introduced by the school authority at any time. It is therefore, the responsibility of all concerned to read and apply the up dated versions of approved maintenance



guidelines released by the School. Where in doubt, please feel free to contact the Head of Maintenance Unit or facility manager or the appropriate authority at any time.







## 20.0 Responsibilities

The Maintenance Unit is created within the concept of facility management of Africa International College/Africa Community School. It is indeed a Key Support Service Unit headed currently by the Maintenance Officer.

1. The reporting line and relationships are as shown above in the organogram.
2. The scope of work and detailed schedule of duties are clearly outlined and covered in the Facility Management/Maintenance Guidelines of the College/School. The following areas are included:
  - ✓ Building Maintenance,
  - ✓ Water Supply,
  - ✓ Power Supply and Electrical Installation/Maintenance,
  - ✓ Gardening/Environment, among others.
3. It is the Head of Unit's responsibility to ensure that all the assigned duties are carried out efficiently and effectively.
4. All officers designated to any of the above responsibilities are under the Maintenance Officer.
5. The Maintenance Officer shall take proactive steps and take charge of planning at all times in order to eliminate high incidence of facility or equipment failure.
6. The Maintenance Officer must establish linkage with the College/School Construction Director/Architect and his support staff for the purpose of supervising all maintenance jobs and certifying same.
7. The requisition for supplies/replacement items shall be submitted as required by the unit to the Accounts Department and a copy given to the Head of Administration Department for his records. It is the Accounts Department's



responsibility to ensure that approvals for purchase/repairs are obtained immediately after crosschecking the records.

8. It is also the responsibility of the Maintenance Officer to follow through and ensure all emergency needs are treated as such and other routine requests are executed promptly before more damage occurs.
9. The units shall maintain adequate and up to date records of repairs/maintenance and supplies under its care as specified in the guidelines.
10. The Maintenance Officer must take full responsibility for supervision and excellent service delivery at all times and must be available to cover the duties as and when required.
11. The Maintenance Unit shall liaise with the Heads of Hostels and other units of the College/School and continuously educate them on best practices in the usage and management of the facilities under their care.
12. The Maintenance Units operations shall be based on standard guidelines, direct and regular physical inspections of the facilities, the records as well as written or verbal reports or complaints received from the end users.
13. It is the duty of the Head of Maintenance Unit to ensure that all equipment and tools entrusted to the unit are accounted for and kept in good working condition at all times.
14. Other duties that may be assigned to the Unit from time to time by the Management.

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**Executive Secretary**

**CC:** The Principal; Head, Administration; Head, Accounts; Senior Boarding House Master.



# **Fire Safety Policy**

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**AIC/ACS-PD011**



## Aims

It is the overall aim of Africa Community School to minimize the risks to staff, pupils, visitors and members of the public in the immediate vicinity of the school, which may arise from fire, and to comply with the Safety Regulatory (Fire Safety).

This will be achieved by conducting, recording and acting upon regular fire risk assessments, ensuring suitable precautions are taken to avoid fires occurring and by ensuring that procedures for minimizing the effects of an outbreak of fire and evacuating the premises in an emergency are in place.

## Overall Responsibility for Fire Safety Matters

The Facility Manager is appointed as the Fire Safety Manager for the school and has overall responsibility for fire safety matters. They shall coordinate the implementation of fire safety measures, ensure that staff and pupil training takes place and monitor the standard of fire precautions maintained.

The Fire Safety Manager shall also ensure that an emergency evacuation drill is undertaken early in each term, that fire action notices are kept up to date and that suitably qualified persons maintain fire safety equipment to the authorized schedule.

## Responsibility of All School Staff

All school staff are responsible for maintaining a high standard of fire precautions in areas under their control or influence. In particular, staff should ensure that they are fully aware of the emergency evacuation procedure (Appendix A). They shall ensure that fire windows and fire exits are kept clear and that fire doors are kept shut. They shall also ensure that pupils for whom they are responsible are informed of the school fire procedure.



## Appointment & Responsibilities of Fire Wardens

The school shall appoint a number of employees as Fire Wardens, one of which will be appointed as Senior Fire Warden. In the event of an emergency evacuation, these employees have the responsibility for ensuring that all areas of the School have been evacuated and that this is reported to the Evacuation Manager (or their deputy) (see Appendix B).

During an emergency evacuation, Fire Wardens shall wear hi-visibility tabards to enable them to be clearly identifiable.

## Fire risk Assessment

The Fire Safety Manager shall ensure that a fire risk assessment is carried out every 6 months, or earlier if required (e.g. following significant changes to the premises, an incident or notification from an appropriate authority).

The fire risk assessment shall be conducted by a competent person, as detailed in the Regulatory Reform (Fire Safety) guideline, the findings acted upon by the Fire Safety Manager and a copy kept on file.

## The School Fire Procedure

Notices displaying the School Fire Procedure (Appendix E) are displayed at each fire alarm call point and shall be of the approved format and the current issue.

## Fire Training & Emergency Evacuation Drills

Training will be provided at least every two years for all permanent school staff in fire safety and the school fire procedure, including training in the practical use of fire extinguishers.



All staff, whether temporary or permanent, will have the fire procedure explained to them, together with information on the location of fire alarm call points, the sound of the fire alarm and the location of the escape routes and alternatives, exits and assembly points.

It is the responsibility of the Fire Safety Manager to ensure this instruction is given in accordance with the Checklist (Appendix C). The Fire Safety Manager shall also ensure that all fire safety and training records are maintained and are available for inspection by any enforcement authority or the Head Teacher.

## Maintenance of Fire Safety Equipment & Systems

Fire extinguishers, fire alarm systems and emergency lighting are maintained under a central contract administered by professionally qualified consultants:

## Testing of Fire Safety Equipment & Systems

The School Fire Safety Manager shall carry out the following tests on the systems and precautions between maintenance visits, recording and acting upon the findings:

System	Frequency	Method of Test
Corridors, Escape Routes and Fire Exit Doors	Daily	Check that fire exit doors are unlocked, escape routes are free of obstruction and that the padlock is removed from the double gates.
Fire Alarm	Daily	Visual check of panel for fault indications.



Fire Alarm Call Points	Weekly	Test key operation of different call point each week in rotation.
Fire Extinguishers, Hose Reels, Fire Blankets etc...	Weekly	Check that seals are intact, equipment has not been removed or tampered with and that the annual inspection and maintenance is in date.
Fire Doors	Weekly	Check that doors are closing fully and, where fitted, latches are operating.
Fire Exit Doors	Weekly	Check that the doors are opening freely and that emergency exit fittings are operating.
Emergency Lighting	Monthly	Operation of test switch or circuit breaker and check that lights illuminate.

## Raising the Alarm

Upon discovering a fire, the alarm shall be raised by immediate activation of the closest fire alarm call point. In the event of failure of the fire alarm, the electric school bell shall be rung continuously. If the electric school bell should also fail, the school hand bell shall be rung continuously, ensuring all areas of the building can hear it.

## Calling the Fire Brigade

It is school policy that the fire brigade will be called upon any suspected outbreak of fire. The person discovering the fire is responsible for activating the nearest call point



and calling the fire brigade. Where the alarm is raised by the school's automatic smoke detection system, the Fire Safety Manager (or their deputy) will call the fire brigade if a fire is suspected, or within 60 seconds of the alarm being raised if a false alarm is not confirmed.

## Meeting the Fire Brigade

The office staff are responsible for meeting or ensuring that a member of staff is available to meet, the fire brigade on arrival.

## Events Out of School & External Lettings

Where events are organized outside of normal school hours, or by outside organizations, it is the responsibility of the member of staff organizing the event or arranging the letting to ensure that the Fire Safety Manager is consulted and that appropriate precautions, including arrangements for evacuation and calling the fire brigade, are in place.

The Fire Safety Manager may impose specific restrictions on the type of letting or activity, the number of persons involved and the number and layout of any seating.

It is particularly important to consider whether a public entertainment license will be needed for the event being organized. Where a license is required, the licensing officer may specify particular requirements as a condition of the license, and these conditions will have to be met (Appendix D).

## Notices

Clear signs, meeting relevant legislation, indicate all fire escape routes, fire exits, fire doors, firefighting equipment and assembly points.





## Records

All service records to be stored safely in a fireproof office cabinet. The Fire Safety Manager is responsible for maintaining the following records:

Record Type	Information to be Recorded
Fire Alarm Test	Date of test, number of call points tested and whether test was satisfactory, including whether automatic door releases operated.
Emergency Lights	Date of test, numbers or locations of lights tested and whether test was satisfactory.
Free operation of fire exit doors	Date of test, list of all fire exit doors checked and results of tests.
Emergency Evacuation Drill	Date of drill, time taken to evacuate and details of any lessons learnt / areas for improvement.
Fire Safety Training	Date of training, nature of training, duration of training, names of trainees and name of instructor.
Fire Risk Assessment	Date of assessment, name of assessor, reason for assessment, findings of assessment and details of any recommendations.



## Appendix A – Emergency Evacuation Procedure

Please Note:

- **ALL EMERGENCY EVACUATIONS OF THE PREMISES MUST FOLLOW THIS PROCEDURE** (E.g., Fire, Gas Leak, Bomb Alert etc...)
- Up to date fire procedure notices are placed at every exit; designated exits are clearly marked.
- Only attempt to use fire extinguishers on small fires if you are trained / confident to do so.
- In the event of a missing person, report immediately to the Evacuation Manager. **DO NOT GO BACK INTO THE BUILDING** until the Evacuation Manager has given the all clear.

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### Action When the Fire Alarm Sounds

Role	Action / Responsibility
Class Teachers / Teaching Assistants	<ol style="list-style-type: none"> <li>1. Instruct pupils to remain calm, to leave all personal belongings and to line up at the nearest / most appropriate exit.</li> <li>2. Immediately evacuate the building taking all pupils in your charge through the nearest / most appropriate exit.</li> <li>3. Close the doors and windows on leaving.</li> <li>4. Lead all pupils to the designated assembly point via the quickest / safest route and line up.</li> <li>5. In the event of a Gas Leak or Bomb Alert the assembly point will be as discussed with the staff.</li> <li>6. Call the register, which the office staff will distribute. Conduct a headcount whilst registers are being distributed.</li> </ol>



## Action When the Fire Alarm Sounds

Role	Action / Responsibility
	<ol style="list-style-type: none"> <li>7. Notify the Evacuation Manager immediately of any missing pupils so a search can be initiated.</li> <li>8. Wait for further instruction.</li> </ol>
<b>Office Staff</b>	<ol style="list-style-type: none"> <li>1. Pick up registers, visitors book, medical bag, mobile phone and address record cards.</li> <li>2. Leave the building through the nearest / most appropriate exit and go to the assembly point.</li> <li>3. Distribute registers to the Class Teachers – ensure all classes are present.</li> <li>4. Check visitors present against visitors book.</li> <li>5. Notify the Evacuation Manager immediately of any missing classes, pupils, staff or visitors so a search can be initiated.</li> <li>6. Wait for further instruction.</li> </ol>
<b>Fire Wardens</b>	<ol style="list-style-type: none"> <li>1. Whilst exiting the building, thoroughly check the areas you move through, ensuring all fire doors are closed.</li> <li>2. Checks on toilet areas should include a check on individual cubicles.</li> <li>3. If you encounter any persons present, they should be instructed to evacuate immediately. All persons should be ushered to an appropriate exit – not just pointed in the general direction of one.</li> <li>4. Never open a door if you suspect that there may be a fire beyond it.</li> </ol>



## Action When the Fire Alarm Sounds

Role	Action / Responsibility
	<p>Leave the building through the nearest / most appropriate exit and go to the assembly point.</p> <p>Check with Class Teachers for missing pupils.</p>
<b>Evacuation/Fire Safety Manager</b>	<p>Check with Office Staff for missing classes or visitors.</p> <p>If persons reported missing and fire brigade yet to arrive, conduct search for missing persons – if safe to do so.</p> <p>If persons reported missing and fire brigade have arrived, inform the fire brigade and follow their instructions.</p>
<b>Visitors</b>	<p>Leave the building through the nearest / most appropriate exit and go to the assembly point.</p>

## Designated Assembly Points for All Staff, Pupils & Visitors

1. Back Playground Assembly Point – Main point of assembly for Early Years and Primary.
2. Basketball assembly point - Main point of assembly for Years 5 & 6 if evacuating from classrooms.
3. Front Playground for all staff, pupils and visitors when evacuating from the hall.
4. Football field for all staff, scholars and visitors if the main point of assembly in the playground is obstructed by fire.
5. In the event of a gas leak the evacuation point will be away from the School.



## Appendix B – Roles & Responsibilities in an Emergency

### Evacuation

Role / Responsibility	Person Responsible	In case of Absence (1)	In case of Absence (2)
<p><b>Evacuation Manager</b></p> <p>Check with Class Teachers for missing pupils.</p> <p>Check with Office Staff for missing visitors.</p> <p>Conduct search for missing persons – if safe to do so and fire brigade yet to arrive.</p> <p>Inform fire brigade of any missing persons.</p>			
<p><b>Senior Fire Safety Guardian</b></p> <p>Zone 1 – Ground Floor.</p> <p>Office, lobby, library, staff &amp; pupil’s toilets, ICT/Music room.</p> <p>Report to Evacuation Manager.</p>			
<p><b>Fire Guardian 2</b></p> <p>Zone 2 – Ground Floor.</p> <p>Reception, YR1 classroom, Early Year’s toilets.</p> <p>Report to Senior Fire Warden / Evacuation Manager.</p>			
<p><b>Fire Guardian 3</b></p> <p>Zone 3 – First Floor.</p> <p>Girl’s toilets, YR5 &amp; 6 classrooms.</p> <p>Report to Senior Fire Warden / Evacuation Manager.</p>			
<p><b>Fire Guardian 4</b></p> <p>Zone 4 – First Floor.</p> <p>YR2, 3 &amp; 4 classrooms.</p> <p>Report to Senior Fire Warden / Evacuation Manager.</p>			
<p><b>Fire Guardian 5</b></p> <p>Zone 5 – Second Floor.</p> <p>Staff Room</p> <p>Report to Senior Fire Warden / Evacuation Manager.</p> <p>Distributing class registers</p> <p>Holding and checking visitors book</p> <p>Meeting the fire brigade</p> <p>Closing double doors of ground floor New Building once all evacuated</p>			



## Appendix C – Staff First Day Induction Fire Safety Checklist

To be followed during the first day induction for all new staff members.

To also be followed for all existing staff members following significant changes to the fire safety arrangements or when recommended following a fire risk assessment.

Take the new staff member through the fire safety procedure as displayed at the fire alarm call points, in particular:

- Show them the location of the fire alarm call points and describe the way they operate. Emphasize that the first action upon discovering a fire is to raise the alarm, even if the fire is considered small.
- Describe to them the sound of the fire alarm and the action to be taken when it sounds, in particular leaving the building with any pupils for which they are responsible and going to the assembly point.
- Describe and walk the escape routes and alternative escape routes that they are likely to need to use, and show the operation of any push bars or exit fittings.
- Show them the location of the fire extinguishers but emphasize that they should only be used if they have been previously trained in their use, if they consider it safe to do so and if the alarm has already been raised and an evacuation started.



## Appendix D – Checklist for Use Of Premises Out Of School Hours

To be followed when arrangements have been made for use of the school premises out of school hours.

Take the hirer/responsible staff member through the fire safety procedure as displayed at the fire alarm call points, in particular:

- Show them the location of the fire alarm call points and describe the way they operate. Emphasize that the first action upon discovering a fire is to raise the alarm, even if the fire is considered small.
- Describe to them the sound of the fire alarm and the action to be taken when it sounds, in particular leaving the building with any persons for whom they are responsible for and going to the assembly point.
- Describe and walk the escape routes and alternative escape routes that they are likely to need to use and show the operation of any push bars or exit fittings.
- Show them the location of the fire extinguishers but emphasize that they should only be used if they have been previously trained in their use, if they consider it safe to do so and if the alarm has already been raised and an evacuation started.
- Explain to them how to contact the fire brigade (whether or not an automatic call is made) and where the nearest telephone point can be found. Give clear instructions as to the name, location and postcode of the School.



## Appendix E – School Fire Procedure Notice

### Upon Discovering a Fire

- Raise the alarm by activating the closest call point.
- Only attempt to fight small fires if you are trained/confident/feel safe to do so.

### In The Event of Fire

#### Follow Emergency Evacuation Procedure

(As practiced during Fire Drills)

#### When the Fire Bell Rings

(ONLY IF IT IS SAFE TO DO SO)

- Keep a calm composure.
- Responsible staff member to direct all pupils to line up at the door.
- Responsible staff member to lead pupils to the nearest fire exit and out to the assemble point in the rear playground. All other persons to exit via nearest fire exit door. Do not collect personal belongings.
- If the exit route to the assembly point in the rear playground is blocked then use an alternative safe route to the front car park assembly point.
- Once at the assembly point carry out a head count.
- If any pupil is unaccounted for read down the register and call out names.
- Stay at the assembly point until the Evacuation Manager gives the all clear.
- In the event of a fire preventing persons from exiting the classroom, the responsible staff member must keep a calm composure, ensure the classroom fire door is closed and await further instructions from the emergency services or a Fire Guardian.





# **Guidelines on carrying out Fire Drills**

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**AIC/ACS-PD0XX**



## Fire drills in Africa Community School, Asokoro, Abuja.

### An overview of how we carry out our fire drill.

It is the responsibility of the Head Teacher/Principal and Facility Manager of the premises to ensure that fire evacuation drills are carried out carefully.

The dangers which may threaten children and staff if a fire breaks out depends on many different factors. Consequently, it is not possible to construct a model procedure for action in the event of fire which would be suitable for use in all premises.

Each fire routine must be based upon a simple, efficient procedure which is specifically designed for the premises in which it has to operate. It is therefore important that the following points must be given prime consideration.

### The purpose of the fire drill

1. Fire drills are intended to ensure, by means of training and rehearsal, that:
2. People who may be in danger act in a calm and orderly manner;
3. Those with responsibilities carry out their tasks to ensure the safety of all concerned;
4. Escape routes are used in accordance with a predetermined and practiced plan;
5. Evacuation of the building is achieved in a speedy and orderly manner;
6. People will react rationally when confronted with a fire or other emergency at school or elsewhere.



## The occupancy of the premises

Consideration must be given to the age of the pupils attending the school and whether there are any children with special needs.

## Frequency of fire evacuation drills

Fire evacuation drills should be held at least once per term, preferably at the start of each term.

## Notices and signs

Each fire alarm point should, where necessary, be clearly indicated 'Fire Alarm' in accordance with the health and safety (safety signs and signals) regulations followed by the appropriate operating instructions (see notice 1 below).

A notice should be displayed adjacent to the telephone or switchboard giving clear instructions for calling the fire service in case of fire (see notice 2 below).

Notices should be displayed for staff detailing their actions in an emergency in visible positions e.g staff room (see notice 1 below).

## Notice 1 - for day\_schools

Notice 1 - Fire Instruction For Day Schools  
Fire Notice Any person discovering a fire must:

- Operate the nearest fire alarm.
- (the fire service will be called immediately by dialling "999" using the nearest telephone). On hearing the fire signal:
- When in class the order to evacuate will be given by your teacher, who will indicate the route to be followed.



- When not in class form single file and move by the most direct route to the place of assembly.
- At all times act quietly and calmly.
- Do not stop to collect your personal belongings.
- Do not attempt to pass others on your way to the place of assembly.

The place of assembly is: playground near the gate (note: complete as to the place of assembly)

### **Notice 2 - calling the fire service**

Notice 2 - specimen instructions for person responsible for calling the fire service (also to be posted adjacent to the telephone or switchboard) On hearing the fire alarm Call the fire service by telephone - Dial "999" Give the operator your telephone number and ask for the "fire service", when the fire service replies Give the call distinctly:

Fire at Plot 1849, Mahathir Mohammed Street, Asokoro, Abuja. (give exact address) Do not assume that the call has been received until it has been acknowledged by the fire service Note: if informed of any outbreak of fire by word of mouth, first operate the fire alarm And then call the fire service as above.

### **Notice 3 - to staff in case of fire**

Notice 3- specimen instructions to staff in case of fire (general Instructions to be observed by staff) In the event of fire it is the first duty of all concerned to prevent injury or loss of life. For this purpose you should make certain that you are familiar with all means of escape in case of fire. Since there may be an opportunity in the event of fire, for you to attack it with the nearest fire extinguisher or hose reel, you should also be familiar with how to use them.



Immediately you discover a fire or one is reported to you, you should - sound the alarm.

The (PRO, Facility Manager, Principal, Head Teacher) is responsible for ensuring that the fire service is called immediately on the sounding of the fire alarm. Immediately the fire alarm sounds you should assist all pupils to leave the building. On arrival at the assembly point which is at the playground by the gate. A roll call should be taken by the form teachers who will be responsible for informing the fire service of persons not accounted for.

### Firefighting

Any attempt to fight the fire must always be secondary to life safety. Circumstances will clearly dictate whether firefighting should be attempted. Any attempt to fight the fire must be based upon the type and degree of training received in the use of firefighting equipment available on the premises.

Regular fire drills will ensure that the evacuation procedure fulfils its aim satisfactorily and will highlight any area which may need to be reviewed.

### Multi-building sites

Many schools have more than one building on site. It is not necessary for the fire alarm systems within these buildings to be linked together.

In the event of an alarm, a procedure should be established whereby contact is made with the other buildings on site either by telephone or by a designated person. Once contact has been made, it will be usual procedure to evacuate all buildings (by operating the fire alarm, tannoy message or personally with each class).

The aim of evacuating all buildings is to attempt to carry out a roll call. Operating procedures within our school (mainly middle and high schools) may make it virtually impossible to say with any degree of certainty that "all persons



are accounted for." In these cases, management may decide to operate a 'floor warden' scheme. This delegates responsibility to members of staff to quickly search each floor (all rooms, including toilets) and to report to the designated person that their floor is clear. Where this procedure is in operation it is not necessary to evacuate all buildings.



# **Security Manual**

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**AIC/ACS-PD004**



## 1. INTRODUCTION

Security is an essential component of creating and maintaining a safe environment for our community and other key stakeholders, which also encompasses protection of the physical assets and infrastructure. Maintaining security for large groups of people living together in premises such as ours brings a unique set of challenges of various attributes.

## 2. College Intelligence Unit

A unit known as College Intelligence Unit (C.I.U) is hereby created in the College. This unit shall be headed by a qualified personnel who must be a retired Officer from the Armed Forces, Police or the Intelligence Community of the Federal Government of Nigeria.

The College Intelligence Unit (C.I.U) will be responsible for the following duties:

- a. Coordination of all security matters in both Africa International College and Africa Community School; thereafter referred to as " The College" ;
- b. Liaising with Local Police and other Armed Forces to which the College may seek relationship or support;
- c. Intelligence gathering within and outside the premises;
- d. Pre-emptive security related actions;
- e. Liaising between the security contractors and the school authority;
- f. Investigating crimes within the premises;
- g. Be part of disciplinary committee of the College;
- h. Enforcement of rules and disciplinary actions on students and other residents;
- i. Coordination of security activities prior to and during special school programmes;
- j. Any other security related function.





### 3. Security Matters

Security of lives and property has assumed the most critical issue of concern both locally and in the international community. The College will not go to sleep on this all important matter. Accordingly, the following security measures will apply: -

- a. The school will continue to work closely with the Law Enforcement Agencies in the interest of our safety;
- b. Our school has established the College Intelligence Unit (CIU) which will be appropriately manned. The unit will handle all issues of intelligence gathering within and around the school premises. It will also handle all enforcement and compliance matters;
- c. Visiting of students while in the College will be controlled and restricted;
- d. Vehicles and contents of personal bags coming into the premises will be screened without notice;
- e. Except on resumption or closing days for holidays, all vehicles will be limited to restricted areas or outside the main gate;
- f. No parent/visitor may be allowed into the premises after 5.00pm on the approved days except on emergencies or special invitation by the school authority;
- g. Parents/Visitors attending school programmes will not be allowed into the premises after the programme has been concluded or at any time considered too late by the school authority. Parents are to ensure that they attend on time, programmes for which they are invited, to avoid being turned back at the gate;
- h. All messages or items dropped for students at the gates must be registered and signed for by the security. Parents are not allowed to send food/drinks/snacks or any contraband items to the students. All disallowed items seized will be confiscated and donated to the needy (non staff and non students);



- i. All visitors to staff must be registered at the gate and are to park their cars in designated areas only;
- j. All cases of suspicious movement or items left unattended to must be promptly reported to the Security;
- k. All visitors must be issued a visitor's tag to be hung conspicuously on their dress while they are within the premises.
- l. All staff/students and residences have the responsibility to report any suspicious threats to the appropriate higher authority. This must be promptly done at anytime and on any day of the week.
- m. The school authority reserves the right to take appropriate actions at any time to deal with all cases of threat or perceived threat or breach of security. The actions may lead to termination, expulsion or ejection from the premises or report to enforcement agencies, as appropriate.

#### 4. Security Audit

The College will adopt best practices in security management and undertake security audit or review of security practices, processes and using experts in the field as may be necessary. Various strategies may be applied including series of inspections, interviews and documentary reviews, and may incorporate the use of various standards and guidelines in the development of a crime prevention policy.

Some of our security audit exercise may lead to review of:

- a. Perimeter protection;
- b. Access and traffic management;
- c. Emergency management;
- d. Internal security and
- e. Systems management.
- f. Other actions and recommendations arising from security or access audits may include the following:



- g. Installation of security cameras;
- h. Changes or improvement to lighting;
- i. Changes to door hardware;
- j. Improved access control and traffic management;
- k. Removal of easy access points;
- l. Residents' education;
- m. Upgraded signage;
- n. Restricting access to sensitive areas, sections, floors or rooms;
- o. Security patrols (internal and external).

## 5. Other Security Tips

- a. Ensure security system restricts access to residents only;
- b. Secure storage area with quality locks; check this regularly;
- c. Always lock accessible doors and windows even if you are going out for only a few minutes;
- d. Do not provide easy access to upper level floors;
- e. Do not let strangers into staff apartments, even if they seem trustworthy;
- f. Never give out copies of building or apartment keys to technicians or friends;
- g. When driving into the premises, avoid allowing anyone to follow you through the main entrance;
- h. Ensure that main apartment doors are properly fitted with high quality deadlocks; cross check if they are fire rated and/or required for emergency purposes.

## 6. Security always a Current Subject Matter

The measures above are inexhaustible. The school will continue to evolve more ways and means to ensure that all members of our community are safe. Staff, parents and students' commitment and cooperation are required and will be highly appreciated. Security is everybody's business and will always be a relevant subject matter.



A number of inconveniences go with attempts to secure lives and property but disasters caused by security breaches are more grievous and may lead to permanent disability or loss of life. Above all, God will preserve us as we apply common sense and act responsibly.

## **7. Linkage with other manuals**

This manual should be read and applied along with the relevant sections on security matters contained in other Manuals, Handbooks and Circulars published by the School from time to time.

## **8. Amendment**

The School Authority reserves the right to make changes, amendments and additions to this set of guidelines and the changes so made shall take effect from the dates approved by the College.



# **Hostel Administration Guidelines**

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**AIC/ACS-PD008**



# Hostel Administration Guidelines

## 1.0 Introduction

Boarding facilities is one of the critical service centers provided for the students of Africa International College (A.I.C.).

As a fully-fledged boarding school, the house parents managing the hostels take the place of the student's biological/legal parents. The students who are boarded are from different backgrounds, cultures and orientation; therefore, they must be managed as one big family. Also, all of them must see and relate with the house parents as their parents and nothing less.

In this regard, all house parents must familiarize themselves with all relevant handbooks, guidelines and circulars issued from time to time by the school management.

They are expected to possess four major qualities to be able to perform their tasks well. These are patience, kindness, extreme dedication, and above all, love. This love should be to God, first and to the children. The hostel parents also require a large dose of personal integrity, creativity, initiative and should be able, under God Almighty, to live above board at all times.

## 2.0 Schedule of Duties

The key responsibilities of the house parents are listed below. The list is by no means exhaustive as new challenges come up from time to time in the course of dealing with a large number of students.

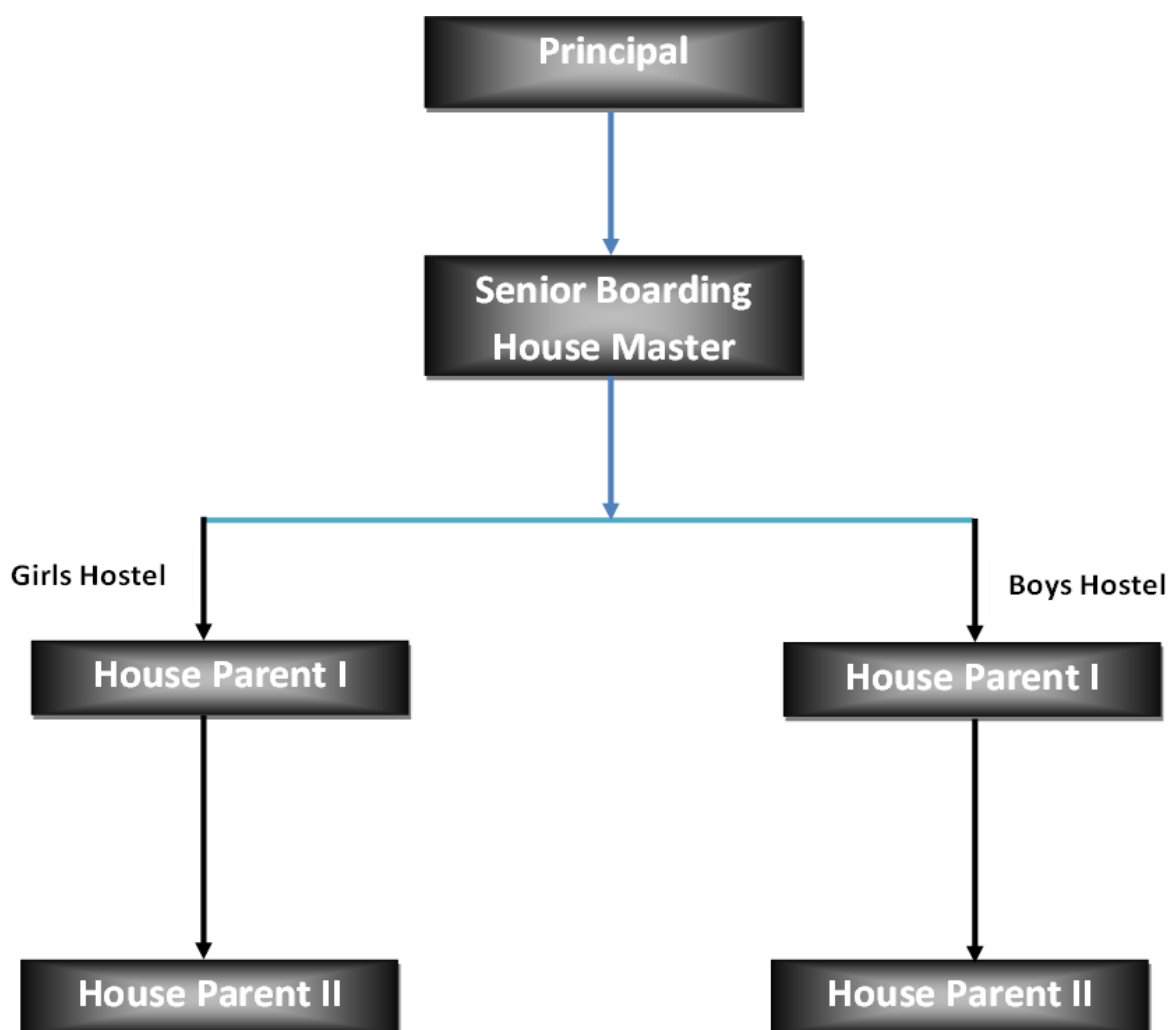
1. At the beginning of every term, the hostel parent receives the student into the Hostels on behalf of the school. He/she serves as the eyes of the school as well as the eyes of their biological parents.



2. The hostel parent should create the appropriate atmosphere for the student to grow emotionally, socially, physically, spiritually and academically.
3. He/she must strive to remove every threat (real or imagined) to the student's well-being,
4. The hostel parent plays the role of enforcer, counselor, guide, protector and disciplinarian to the students.
5. He/she ensures that the students adhere to the hostel routine. This includes waking the students up at the right time(s) and seeing to it that lights out is enforced, among others.
6. The hostel parent liaises with the students' class and subject teachers from time to time to ensure they fulfill their academic obligations.
7. The hostel parent acts on behalf of each student as the needs arise to see that he/she gets all allocated supplies/uniform from the school. This extends to books and other classroom materials.
8. It is the hostel parent's responsibility to ensure no student comes into the school/hostel with items tagged as contraband. These are items that are not listed in the brochure or on the check-in list.
9. The hostel parent conducts regular and impromptu bed-checks to ensure that the students are in the room at expected times.
10. The hostel parent aids the students' spiritual development by instigating, coordinating and enforcing personal and group devotions in the mornings and at night.
11. He/she should ensure that first aid medical care to the students is provided when required and if applicable further medical attention as may be organized by the school clinic is received.
12. The hostel parent stimulates personal and corporate cleanliness and put in place mechanisms that enforce these.
13. The hostel parent enforces school protocol, by empowering and aiding the house captains and room- heads to assume responsibility over the other students in the houses.

14. It is the Hostel Parent’s responsibility to enforce strict compliance to the School dress and grooming codes.
15. He/she is expected to fellowship with the students during Sunday Services, especially when he/she is on duty.
16. The hostel parent may contact the parents of the student under his/her care, only after the due process is followed. No hostel parent may do so for a student not in his/her house. This liberty *IS RESTRICTED TO* emergency situations only and after due consultation and clearance by the Senior Boarding House Master.
17. All other duties that are consequential to any of the above and as may be specifically assigned from time to time by the School Management.

### Structure of Hostel Administration







# **General and Laboratory Safety Policy**

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**AIC/ACS-PD007**



## Laboratory Safety

All students must read and imbibe the information in this document with regard to laboratory safety and emergency procedures prior to the first laboratory session. Your personal **laboratory safety depends mostly on YOU**. Effort has been made to address situations that may pose a hazard in the lab but the information and instructions provided cannot be considered all-inclusive.

Students must adhere to written and verbal safety instructions throughout the academic term. Since additional instructions may be given at the beginning of laboratory sessions, it is important that all students arrive at each session on time.

With good judgment, the chance of an accident in this course is very small. Nevertheless, research and teaching workplaces (labs, studio, etc.) are full of potential hazards that can cause serious injury or damage to the equipment. Working alone and unsupervised in laboratories is forbidden if you are working with hazardous substances or equipment. With prior approval, at least two people should be present so that one can shut down the equipment and call for help in the event of an emergency.

Safety training and/or information should be provided by a teacher/lab attendant, teaching assistant, lab safety contact, or staff member at the beginning of a new assignment or when a new hazard is introduced into the workplace.



## Emergency Response

1. It is your responsibility to read safety and fire alarm posters and follow the instructions during an emergency.
2. Identify the location of the fire extinguisher, eye wash, and safety shower in your lab and learn how to use them.
3. Notify your instructor immediately after any injury, fire or explosion, or spill.
4. Know the building evacuation procedures.



## Common Sense

Good common sense is needed for safety in a laboratory. It is expected that each student will work in a responsible manner and exercise good judgment and common sense. If at any time you are not sure how to handle a particular situation, ask your Teacher or Instructor for advice. *DO NOT TOUCH ANYTHING WITH WHICH YOU ARE NOT COMPLETELY FAMILIAR!!!* It is always better to ask questions than to risk your life or cause harm to yourself or damage to the equipment.



## Personal and General Laboratory Safety

1. Do not eat, drink or smoke while working in the laboratory.
2. Read labels carefully.
3. Do not use any equipment unless you are trained and approved as a user by your supervisor.
4. Wear safety glasses or face shields when working with hazardous materials or equipment.
5. Wear gloves when using any hazardous or toxic agent.
6. When handling dangerous substances, wear gloves, laboratory coats, and safety shield or glasses. Shorts and sandals should not be worn in the laboratory at any time. Shoes are required when working in the machine shops.
7. If you have long hair or loose clothing, make sure it is tied back or confined.
8. Keep the work area clear of all materials except those needed for your work. Coats should be hung in the hall or placed in a locker. Extra books, purses, etc. should be kept away from equipment that require air flow or ventilation to prevent overheating.
9. Students are responsible for the proper disposal of used material, if any, in appropriate containers.
10. If a piece of equipment fails while being used, report it immediately to your laboratory assistant or tutor. Never try to fix the problem yourself because you could harm yourself and others.
11. If leaving a lab unattended, turn off all ignition sources and lock the doors.
12. Never pipette anything by mouth.
13. Clean up your work area before leaving.
14. Wash hands before leaving the laboratory and before eating.



## Electrical Safety

1. Obtain permission before operating any high voltage equipment.
2. Maintain an unobstructed access to all electrical panels.
3. Wiring or other electrical modifications must be referred to the Instructor or the Facility Manager.
4. Avoid using extension cords whenever possible. If you must use one, obtain a heavy-duty one that is electrically certified, with its own fuse, and install it safely. Extension cords should not go under doors, across aisles, be hung from the ceiling, or plugged into other extension cords.
5. Do not ever modify, attach, or change any high voltage equipment.
6. Always make sure all capacitors are discharged (using a grounded cable with an insulating handle) before touching high voltage leads or the "inner part" of any equipment even after it has been turned off. Capacitors can hold charge for many hours after the equipment has been turned off.
7. When you are adjusting any high voltage equipment or a laser which is powered with a high voltage supply, USE ONLY ONE HAND. Your other hand is best placed in a pocket or behind your back. This procedure eliminates the possibility of an accident where high voltage current flows up one arm, through your chest, and down the other arm.



## Chemical Safety

1. Treat every chemical as if it were hazardous.
2. Make sure all chemicals are clearly and correctly labelled with the substance name, concentration, date, and the name of the individual responsible.
3. Do not return chemicals to reagent bottles. (Take only the correct amount required and share any excess).
4. Comply with fire regulations concerning storage quantities, types of approved containers and cabinets, proper labeling, etc. If uncertain about regulations, contact the building coordinator.
5. Use volatile and flammable compounds only in a fume hood. Procedures that produce aerosols should be performed in a hood to prevent inhalation of hazardous materials.
6. Do not allow a solvent to come in contact with your skin. Always use gloves.
7. Do not "smell" a solvent! Read the label on the solvent bottle to identify its contents.
8. Dispose waste and broken glassware in proper containers.
9. Clean up spills immediately.
10. Do not store food in laboratories.



## Additional Safety Guidelines

- ✓ Do not do unauthorized experiments.
- ✓ Do not work alone in the laboratory.
- ✓ Keep your laboratory space clean and organized
- ✓ Do not leave an on-going experiment unattended.
- ✓ Always inform your instructor if you break a thermometer. Do not clean mercury yourself!!
- ✓ Do not taste anything. Do not pipette by mouth; use a bulb.
- ✓ Do not use open flames in the laboratory unless instructed by instructor.
- ✓ Check your glassware for cracks and chips each time you use it. Cracks could cause the glassware to fail during use and cause serious injury to you or lab mates.
- ✓ Always maintain unobstructed access to all exits, fire extinguishers, electrical panels, emergency showers and eye washes.
- ✓ Do not use corridors for storage or work areas.
- ✓ Do not store heavy items above table height. Any overhead storage of supplies on top cabinets should be limited to lightweight only. Also, remember that a 36" diameter area around all fire sprinkler heads must be kept clear at all times.
- ✓ Areas containing lasers, biohazards, radio-isotopes, and carcinogens should be posted accordingly. However, do not post areas unnecessarily and be sure that the labels are removed when the hazards are no longer present.
- ✓ Be careful when lifting heavy objects.
- ✓ Clean your laboratory bench and equipment, and lock the door before you leave the laboratory.





# **Hand Hygiene Policy and Procedures**

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**AIC/ACS-PD009**



## Objective

All Students shall have access to hand washing or sanitizing before meals and snacks. The School Management recognizes the health of the student is directly related to personal hygiene and cleanliness. Students who are present at school on a regular basis benefit from increased instruction and learning. To support this need, the school has established practices to reduce the spread of bacteria and viruses, such as the flu, the common cold etc. Students shall have access to hand washing or sanitizing before and after meals and snacks. School staff is directed to implement these procedures whenever students use the restroom and prior to dining.

## Purpose of Hand Washing

1. To reduce the spread of bacteria and viruses, from person to person and from people to food contact surfaces which are the main cause of the spread of Norovirus, the common cold and the flu.
2. To reduce germs and bacteria found on the hands to safe levels, to prevent or to eliminate the spread of bacteria and viruses, which increase the spread of illness in the Dining Room and classroom.
3. To reinforce and practice personal hygiene practices with all students.
4. To provide an opportunity for the class to develop correct hand washing procedures and then apply the procedures on a regular basis

## Hand Washing Procedures

1. Wash hands using soap and running water
2. Vigorously rub hands during washing for at least 15 - 20 seconds (Sing the Happy Birthday song) with special attention paid to the backs of the hands, wrists, between the fingers and under the fingernails.
3. Rinse hands well while leaving the water running.



4. With the water running, dry hands with a single-use towel or a warm air dryer (whichever is available).

## When to Wash Hands

Hands should be washed after the following activities:

1. After touching bare human body parts other than clean hands and clean, exposed portions of arms.
2. After using the toilet
3. After coughing, sneezing, using a handkerchief or disposable tissue
4. After eating or drinking
5. After Breaks(Recess)
6. After handling dirty equipment, utensils and supplies
7. After engaging in other activities that contaminate the hands

## Use of Hand Sanitizers

1. Hand sanitizers may be used in place of hand washing ONLY when access to soap and hand sinks are not available.
2. Only hand sanitizers containing 60-90% ethyl alcohol or isopropanol in concentration with equivalent sanitizing strength may be used as an adjunct to proper hand washing.

Note: Researchers say that hand sanitizers may not be effective in removing certain allergens

## Role of the School

As the instructional leader, the principal has a continuing role in policy implementation. The principal should:



1. Communicate the hand washing and hand sanitizer policy to teachers, parents/guardians, and students.
2. Organize in-service training for all building staff as part of the policy implementation.
3. Ensure the staff complies with the hand washing, sanitizing policy.
4. Coordinate the availability of supplies for hand washing: soap and single use towels, in bathrooms and classrooms with hand sinks.
5. Evaluate and monitor the implementation of hand washing and hand sanitizing

## Role of the Teacher

It is the classroom teacher's responsibility to instruct students in a meaningful manner. The teacher should:

1. Demonstrate and present the steps to hand washing clearly and concisely.
2. Ensure that proper and adequate facilities (i.e., sinks) are available and are in good working order.
3. Provide time prior to meals and snack for hand washing.
4. Reinforce hand washing by setting the example and washing their hands according to when to wash hands.
5. Consider assignments that permit the student to demonstrate handwashing comprehension.
6. Motivate students in when to and how to wash hands.

## Role of the School Nurse

It is the school nurse's role to support the classroom teacher and principal in instructing teachers and students. The school nurse should:

1. Provide instructional materials for use in the classroom and restrooms which reinforce proper hand washing.
2. Assist the principal in instructing teachers on proper hand washing procedures.



3. Assist the classroom teacher in instructing students on proper hand washing procedures.
4. Communicate with the principal, food service manager, and teachers any concerns related to increases in visits to the nurses' office, which may be the result of improper handwashing or a foodborne illness outbreak.

## Role of the Student

The student should:

1. Be familiar with the hand washing and hand sanitizing policy of the school.
2. Become familiar with the proper steps of hand washing and know when to wash hands.
3. Develop good hand washing habits.
4. Take personal responsibility for washing hands not only at school but when away from school.

## Role of the Parents/Guardians

Parents/Guardians can encourage their children by showing interest and displaying positive examples of hand washing. The school Management will copy and distribute to parents/guardians information designed to promote hand washing and identify roles for parents/guardians in promoting hand washing.

## Evaluation/Monitoring

Principals, teachers, school nurses, and parents/guardians make a significant contribution to learning personal hygiene practices. Students will increase learning time and practice good handwashing or sanitizing when time for hand washing before meals and snacks is structured into the day, and supplies are provided at all hand sinks for hand washing. Therefore, it is essential that the entire community embrace the practices of proper hand washing and support the child's practice through



observation and repetition. The School will compile data on the number of in-service sessions in which hand-washing information is provided and the number of teachers/staff in attendance



# Health Policy

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**AIC/ACS-PD013**



## 1.0 School Health Policy

### 1.1 Vision

The optimal health and development of our students and the entire Africa International College (AIC) and Africa Community School (ACS) communities is our primary objective.

### 1.2 Goal

To contribute to the improvement of the general health of our communities: students and staff as well as the environmental conditions and address health barriers to learning in order to improve education outcomes.

### 1.3 Principles

This set of guidelines is part of the comprehensive policy framework which is targeted at providing holistic education for our students under the fear of God.

According to the World Health Organization, a health promoting school is “one that is constantly strengthening its capacity as a healthy setting for living, learning and working”. As a school, we strive to demonstrate the following virtues with regard to health care for our community:

- a. Fostering a friendly health and learning environment.
- b. Integrating health and education officials, parents and the community in the effort to make the school a healthy place.
- c. Providing a healthy environment, skill-based health education and school health services.
- d. Striving to improve the health of students and staff.
- e. Building capacity for security, peace, shelter, education, food, gender equity, stable eco-system, social justice and sustainable development.





- f. Preventing leading causes of death, disease and disabilities in the school communities e.g. malaria, water borne diseases, infections, drug and alcohol abuse, HIV and AIDS, injuries, and malnutrition.
- g. Influencing health related knowledge, attitude, values, beliefs, skills, and behaviour.

#### 1.4 Specific Objectives

- a. To provide preventive and promote services that address the health needs of our communities.
- b. To support and facilitate learning through identifying and addressing health barriers to learning.
- c. To facilitate access to primary health care and other services where required.
- d. To support the school communities in creating a safe and secure environment for teaching and learning.

The School Health Policy Objective will be achieved by means of the following key strategies:

- a. Health Promotion and Health Education.
- b. Provision of essential Primary Health Care Services in the Schools, including first aids. The school does not run a hospital.
- c. Coordination and partnership.
- d. Capacity Building.



## 1.5 Target group

The target group is the entire RESIDENTS of Africa International College, AFRICA Community School and visitors, in emergency situations.

## 2.0 Health Education and Promotion

Health education is a critical component of this policy and provides the best opportunity to impact on the immediate and long-term health behaviour of our communities. In Nigeria, Health education is incorporated into the school curriculum at the primary and early secondary school levels. However, life skills teaching will be supplemented with additional co-curricular/school-based activities in the Schools.

Issues to be covered through Life Orientation and supplemented through co-curricular activities include:

- a. Nutrition and exercise.
- b. Personal and environmental hygiene.
- c. Chronic illnesses (including HIV and TB).
- d. Abuse (sexual, physical and emotional abuse, including bullying and violence).
- e. Menstruation problems.
- f. HIV Counseling and Testing (HCT) and stigma mitigation.
- g. Mental health issues including drug and substance abuse, depression and anxiety and suicide.

## 3.0 Health Information Form

The Health Information form aims to individually assess every student once during each of the academic sessions. Additional individual assessments should also be offered to all students who are repeating grades or at the request of the school authority. These assessments should be conducted by a medical doctor and endorsed by the parents and the family Doctor. The form for each child is to be



submitted to the School at the beginning of each session or when requested for by the School authority.

These assessments focus primarily on identifying health barriers to learning, as well as identifying students who have or are at risk for long-term health, psychosocial or other problems.

The following assessments will normally be included in the medical screening exercise.

- a. Conduct vision, speech and basic hearing screening.
- b. Measurement of height, weight and Body Mass Index (BMI). Appropriate nutritional interventions must be planned accordingly.
- c. Check for fine and gross locomotor problems.
- d. Conduct oral health screening.
- e. Screen for chronic illness or long-term health conditions-this includes both communicable diseases (such as TB and HIV/AIDS) as well as non-communicable diseases.
- f. Perform a basic mental health and/or psychosocial risk assessment.

Students in senior secondary classes should also be screened for weight and body mass index, vision, oral health, chronic illness or long-term health conditions and mental/psychosocial health issues. Boys in particular, should be provided with information on the benefits of maintaining a healthy lifestyle.

All students should be counseled with regards to sexual and reproductive health. Both parents and school authority should be actively involved in this exercise.

## 4.0 First Aid Boxes

First Aid Boxes will be strategically located in some places including:

- a. Kitchen.



- b. House Parent's Apartments.
- c. Staff room

The person responsible for the checking and replenishment of First Aid Boxes in the School is the Nurse.

## 5.0 Injuries

Students who injure themselves at school should be dealt with by the school Nurse. Students must not be allowed to treat their own injuries or other children's injuries. Special care should be taken if a student hits his head. In such cases the matter must be reported to the House parent, school nurse, and if necessary to the Principal. They are to take appropriate action. Injuries should be entered into the Accident Book and a note sent home to the parents by the Principal, if necessary.

When a student is taken ill, the Nurse should be informed so that he/she should be treated immediately. If it is more suitable, student should be sent to the hospital, accompanied by the Nurse.

If a student is taken ill and is admitted in hospital, the school Nurse should supervise the student before the parents arrive. The Principal should be consulted before the child's parents are contacted.

When undertaking school trips, staff should take with them a first aid kit. If a student is taken ill, an accompanying adult should be delegated to attend to the student and the school authority should be informed so that parent/guardian may be notified and arrangements made for the care of the student. Medical assistance should be sought immediately.



## 6.0 Medical Bills

All medical bills incurred by the school authority on any student shall be transferred to and must be fully paid for by the parents. These include cost of drugs not normally stored by the school, medical supplies, surgery and hospital bills, where applicable.

## 7.0 Reporting Accidents

Accident forms for staff and for students are kept in the Accident Book in the office. All accident forms, once completed, should be submitted to the Principal for investigation and signature who will check each form to see if it constitutes any additional action.

All injuries and incidents of violence or abuse to staff, whether physical or non-physical, are to be reported on this form.

## 8.0 School Health Programme (SHP)

### 8.1 Goal

The main goal of the SHP is to improve the health of learners and staff as responsible and productive citizens.

### 8.2 Objectives

The objectives of the School Health Programme include:

- a. Promote growth and development of every child taking into consideration his/her health needs.
- b. Create awareness of the collaborative efforts of the school, parents and the community in health promotion.
- c. Develop health promotion.



- d. Create awareness on the availability and utilization of various health related resources in the community.
- e. Build the skills of students and staff for health promotion in the school community.

The scope of the school Health Programme in this policy shall include:

- a. Healthful school environment.
- b. School feeding services
- c. Skills-based health education.
- d. School health services
- e. School, parents and Community Relationships.

## 9.0 Healthful School Environment

Healthful school Environment is one of the interrelated aspects of the school Health Programme. The concept “Healthful School Environment” denotes all the consciously organized, planned and executed efforts to ensure safety and healthy living conditions for all members of the school community.

A healthful school environment (physical, biological and socio-cultural) serves as a major determinant of health and greatly influences the individual’s intellectual growth and development.

Provision of healthful school environment must be guaranteed for efficient performance of staff and learners. All the necessary services, facilities and tools needed for physical, social and emotional wellbeing of the school population must be assured, provided, safeguarded and sustained.



## 9.1 Objectives

The Objectives of a Healthful Safe Environment are to:

- Create a healthy and safe learning environment in the school.
- Protection of the school community from excessive noise, heat, cold and dampness.
- Provision of adequate safe water supply and sanitation facilities for the school community.
- Provision of proper drainage and waste disposal facilities.
- Provision of safe recreational and sport facilities.
- Observation of Annual School Health Days.
- Promotion of healthy human relationships in the school community.
- Promotion of health related-school policies.
- Promotion of a maintenance culture.

## 10.0 School Feeding Services

### 10.1 Aim

School feeding services are aimed at providing adequate meals every day to all students in the College/School.

### 10.2 Objectives

The objectives include, among other things, to

- i. Reduce hunger among the students.



- ii. Increase school enrolment, attendance, retention and completion rates particularly that all the students are in the boarding school.
- iii. Improve the nutritional status of the school.
- iv. Enhance the comprehension and learning abilities of the students.
- v. Adequate sanitation and hygiene practices among food handlers including routine medical examination and vaccination.
- vi. Food fortification and supplementation.
- vii. Regular de-worming, (by parents) where applicable.
- viii. Promotion of health related-school policies.

## 11.0 Skill-Based Health Education

Skill-based health education is to promote the development of sound health knowledge, attitudes, skills and practices among the students. The subject is also aimed at meeting the growth and developmental needs and interests of students.

Health education is education for life; therefore, emphasis will be placed on skills necessary for promoting appropriate behaviour and practices as against just theory-based lessons.

### 11.1 Objectives

The objectives of Skill-Based Health education are to:

- a. Provide information on key health issues affecting the school community.
- b. Develop skill-based health education curriculum for the training of teachers and students.





- c. Provides participatory learning experiences for the development of knowledge, attitudes, skills and desirable habits in relation to personal and community health.
- d. Evaluate students' progress towards healthy development.

## 11.2 Areas of Coverage

In addition to the above, the following broad areas will be covered by the Skill-based Health Education Curriculum.

- a. Personal Health.
- b. Diseases including HIV/AIDS.
- c. Mental and Social Health.
- d. First Aid and safety education
- e. Community Health.
- f. Family Life Education.
- g. Environmental Health.
- h. Nutrition.
- i. Consumer Health.
- j. Drug Education.
- k. Ageing and Death (Bereavement) Education.
- l. Parts of the human body.
- m. Health Agencies.



## 12.0 School Clinic Services

- a. School clinic aims to achieve preventive and curative services provided for the promotion of the health status of students and staff. The purpose of the school clinic is to help students at school achieve the maximum health possible for them to obtain full benefit from their education.
- b. School Health Services shall include routine health care, school health records; sick bay, First Aid, and referral services. It shall also provide advisory and counseling services for the school community and parents.
- c. The clinic will be served by a multi-disciplinary team which shall include visiting medical officers, Health Educators, Environmental Health Officers, School Guidance Counsellors, Community Health Workers, Dieticians, Nutritionists, School Teachers and Social Workers. These professionals are to be available on part-time and medical support visits in addition to the full time-in-house nurses and other support staff.

### 12.1 Basic responsibilities

Broadly, the school clinic's services shall include:

- a. Providing basic treatment for students and staff and providing first level screening, routine medical and psychological examinations.
- b. Health counseling of the school community by counselor/social worker.
- c. Referrals and follow-up health services.
- d. The maintenance of routine health records in the school.
- e. Prevention and control of communicable and non-communicable diseases, through inspections, exclusions, re-admissions, educational measures, immunization, sanitation and epidemic control.
- f. Provision of special health services for students with special needs.



## 13.0 School, Parents Relationship

The first health educators of the students are the parents, who shape the child's habits from infancy. Long before the child is ready for school, the parents should secure needed immunization and medical care and inculcate good habits into the children.

The success of the School Health Programme depends on the extent to which the parents are aware of and willing to support health promotion efforts.

The School shall encourage parents to make inputs regarding the design, delivery, content and assessment of the health services provided on the school so as to respond to their concerns and obtain their commitment. At the same time, the school will play an important role in improving the health and development of our community as a whole.

For a balanced development of the students, life at home should complement a healthy life-style provided in the school; therefore, regular contacts between schools and homes are essential.

### 13.1 Objectives

The objectives of promoting school, home relationship with regards to school health are to:

- a. Build and strengthen capacity for effective parents/school involvement and participation in school management.
- b. Improve advocacy and community mobilization to bring about necessary support from stakeholders.

Parents should provide full information about their child's medical needs, including details on medicines their child needs in the Health Information form.



## 14.0 Prescribed Medicines

Medicines should only be taken to school when essential; that is where it would be detrimental to a child's health if the medicines were not administered during the school session. The school should only accept medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber. Medicines should always be provided in the original container as dispensed by a pharmacist and include the prescriber's instructions for administration and dosage.

The school will never accept medicines that have been taken out of the container as originally dispensed nor make changes to dosages on parental instructions.

### 14.1 Controlled Drugs

- a. The supply, possession and administration of some medicines are controlled by the government regulations.
- b. The school Nurse may administer a controlled drug to a student for whom it has been prescribed. This will be done in accordance with the prescriber's instructions.
- c. A student who has been prescribed a controlled drug would legally handover same to the school authority. It is permissible for school to look after a controlled drug, where it is agreed that it will be administered to the student for whom it has been prescribed.
- d. The school Nurse should keep controlled drugs in a locked non-portable container and only the Nurse should have access. A record should be kept for audit and safety purposes.
- e. A controlled drug, as with all medicines, should be returned to the parent when no longer required to arrange for safe disposal. If that is not



possible, it should be properly disposed under the guardians of a visiting medical officer.

- f. Misuse of a controlled drug, such as passing it to another student for use, is an offence. Drug misuse will be dealt appropriately.

A student under 16 should never be given aspirin-containing medicine unless prescribed by a Doctor.

### 14.2 Short-Term Medical Needs

Some students will need to take medicines during the day at some time during their time in the school. This will usually be for a short period only, perhaps to finish a course of antibiotics or to apply a lotion. To allow student to apply their medicines themselves may not always work in their favour. Therefore, such medicines should be taken to school and administered by the school Nurse or house parents, if supervised by the school Nurse.

### 14.3 Long-Term Medical Needs

It is important to have sufficient information about the medical condition of any student with long-term medical needs. If a student's medical needs are inadequately supported this may have a significant impact on a child's experiences and the way they function in or out of school. The impact may be direct in that the condition may affect cognitive or physical abilities, behaviour or emotional state. Some medicines may also affect learning leading to poor concentration or difficulties in remembering. The impact could also be indirect; perhaps disrupting access to education through unwanted effects of treatments or through the psychological effects that serious or chronic illness or disability may have on a child and their family.

The school should be informed about any particular needs before a child is admitted, or when a child first develops a medical need. For children who attend



hospital appointments on a regular basis, special arrangements may also be necessary. It is often helpful to develop a written health care plan for such children involving the parents and relevant health professionals. This can include:

- a. Details of a child's condition.
- b. Special requirement e.g. dietary needs, pre-activity precautions.
- c. And any side effects of the medicines.
- d. What constitutes an emergency.
- e. What action to take in an emergency.
- f. What not to do in the event of an emergency.
- g. Who to contact in an emergency.
- h. The role the staff can play.

If in doubt about any procedure the school Nurse should not administer the medicines but check with the parents or family Doctor before taking further action. If the Nurse has any other concerns related to administering medicine to a particular student, the issue should be discussed with the parent, if appropriate, or with a visiting medical Doctor to the school.

## 15.0 Self-Management

Older students with a long-term illness should, whenever possible, assume complete responsibility under the supervision of their parent. Students develop at different rates and so the ability to take responsibility for their own medicines varies. This should be borne in mind when making a decision about transferring responsibility to a student or young person. There is no set age.



when this transition should be made. There is need to have a firm agreement or consent of the parents if this becomes necessary. Health professionals need to assess, with parents and student, the appropriate time to make this transition.

## 16.0 Refusing Medicines

If a student refuses to take medicine, the Nurse should not force them to do so, but should note this in the records. The Principal must be informed immediately. Also, the Parents should be informed of the refusal on the same day. If a refusal to take medicines results in an emergency, the emergency procedures should be followed and the student referred to the Hospital immediately.

## 17.0 Record Keeping

Parents should tell the school authority about the medicines that their Child needs to take and provide details of any changes to the prescription or the support required. However, the Nurse should make sure that this information is the same as that provided by the parents on the health information form.

Medicines should always be provided in the original container as dispensed by a pharmacist and include the prescriber's instructions. In all cases it is necessary to check that written details include:

- a. Name of student
- b. Name of medicine
- c. Dose
- d. Method of administration
- e. Time/frequency of administration
- f. Any side effects



It is good practice to keep detailed records of all medicines administered on patients. Records offer protection to the Nurse and proof that they have followed agreed procedures.

## 18.0 Educational Tours

If the school authority and or the Nurses are concerned about whether they can provide for a student's medical safety, or the safety of other students' on a tour, they should seek parental views and medical advice, the student should be exempted from such trips.

## 19.0 Sporting Activities

Some students with medical conditions can participate in physical activities and extra-curricular sport. There should be sufficient flexibility for all students to follow in ways appropriate to their own abilities. For many, physical activity can benefit their overall social, mental and physical health and over all well-being. Any restrictions on a student's ability to participate in Physical Exercise should be recorded in their individual health care plan. All affected staff should be aware of issues of privacy and dignity for students with particular needs.

Some other students may need to take precautionary measures before or during exercise, and may also need to be allowed immediate access to their medicines such as asthma inhalers. The Officer supervising sporting activities should be informed of relevant medical conditions and any preventative medicine that may need to be taken and emergency procedures.

## 20.0 Safety Management

All medicines may be harmful to anyone for whom they are not appropriate. The school Nurses must ensure that the risks to the health of others are properly controlled.





## 21.1 Storing Medicines

Large volumes of medicines should not be stored. The Nurses should only store, supervise and administer medicines that are normally prescribed for students and staff. Medicines should be stored strictly in accordance with product instructions (paying particular note to temperature) and in the original container in which dispensed. They should ensure that the supplied containers are clearly labeled; the name and dose of the medicine and the frequency of administration. This should be easy if medicines are only accepted in the original container as dispensed by a pharmacist.

All emergency medicines, such as asthma inhalers and adrenaline pens, should be readily available to students and should not be locked away. The school allows students to carry their own inhalers. Other non-emergency medicines should generally be kept in a secured place not accessible to students.

A few medicines need to be refrigerated. They can be kept in a refrigerator containing food but should be in an airtight container and clearly labeled. There should be restricted access to a refrigerator holding medicines. Where in doubt, the Nurse will consult a pharmacist on this matter.

## 22.0 Hygiene and Infection Control

The Nurse should be familiar with normal precautions for avoiding infection and follow basic hygiene procedures. The Nurses should have access to protective disposable gloves and take care when dealing with spillages of blood or other body fluids and disposing of dressings or equipment.

## 23.0 Emergency Procedures

As part of general risk management processes the Schools have arrangements in place for dealing with medical emergency situations.



The following guidelines will apply:

- a. There are first aid boxes in selected offices and Hostels.
- b. The school authority will constantly remind all students that all cases of ill health should not be self-managed but reported immediately to the prefects, teacher, house parents, the school Nurse and the Principal.
- c. Sometimes, the responsibility to report an illness may fall on other students around the sick student.
- d. All reports of illnesses should be done immediately to two or more appropriate persons.
- e. The school medical team should take immediate actions to attend to emergencies and where applicable make referral to the nearest appropriate Hospital. The decision to refer sick student to the hospital must be taken by the Nurse.
- f. All referral cases must be accompanied by the Nurse and or another staff.
- g. The school Nurse is to inform the Principal or the Vice Principal immediately a decision is taken to refer a sick student to the Hospital. It is the Principal or the Vice Principal's reasonability to inform the parents or guardian of the student.

## 24.0 Visiting Medical Doctors

The school will put in place a provision for visiting medical practitioners on agreed days. This is to provide backup and review services to the in house school Nurses.

## 25.0 Confidentiality

The medical staff should always treat medical information confidentially. The Principal should agree with the student where appropriate, or otherwise the parent, who else should have access to records and other information about a student. If information is withheld from the Nurse, he/she should not generally be held



responsible if they act incorrectly in giving medical assistance but otherwise in good faith.

## 26.0 Terminologies

The phrases “School Nurse”, “Medical Team” and “appropriate staff” are used interchangeably in this manual. These phrases refer to the Officers employed by the school authority to run the school clinic and are in charge of health matters on the school premises.



# **Staff Study and Continuing Education Policy**

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**AIC/ACS-PD018**



## Introduction:

In today's rapidly evolving world, the pursuit of self-development, professional growth, and continuous skill enhancement is paramount. At Africa Community School and Africa International College, we recognize that our greatest asset is our talented and dedicated workforce, and we are committed to fostering an environment where our employees can thrive both personally and professionally.

To empower our employees and ensure they have the tools and opportunities to excel, we have established the Staff Study/Examination policy. This policy is a testament to our commitment to providing a structured framework that enables our staff to pursue educational and professional goals while maintaining their responsibilities within the school.

This policy outlines the procedures, expectations, and conditions for employees seeking to engage in study or examination activities during their personal time, emphasizing a harmonious balance between their professional and educational aspirations.

We trust that our employees will approach these opportunities with enthusiasm, dedication, and a commitment to excellence, ensuring that together we continue to achieve new heights of success.

## Policy Framework Overview:

This policy establishes guidelines for staff members who wish to pursue educational studies or examinations during their holidays or weekends while maintaining their employment with the school. It outlines the application process, eligibility criteria, approval procedure, and the responsibilities of both staff and the school. This policy is not applicable for staff who require a study leave during the school year.



## 1. Eligibility:

- a. Only regular full-time staff are eligible to apply for study/examination leave.
- b. Staff must have completed a minimum of one year with the school to be eligible for the study/examination leave.

## 2. Study/Examination Period:

- a. Study/examination leave must be taken during official holidays or weekends ONLY.
- b. The maximum duration for examination leave shall not exceed six (6) weeks per calendar year and two (2) weeks per term.

## 3. Application Procedure:

- a. Employees seeking study/examination leave must submit a written application to their immediate line manager. (Head of Department)
- b. The application must include the following documents:
  - i. Admission letter or examination schedule from the educational institution.
  - ii. A study/examination plan detailing the subjects or courses to be studied or examined.
- c. Applications should be submitted at least 4 weeks prior to the intended leave period.
- d. Heads of Department will review applications and make recommendations based on departmental needs and staffing requirements.



#### 4. Approval Process:

- a. HODs will review and evaluate the application based on academic and operational needs, staffing requirements, and the employee's performance.
- b. HODs will forward the application, along with their recommendations, to the Principal/Head Teacher or designated officer for final approval.
- c. The Principal will approve or deny the application within 10 working days of receipt.
- d. If approved, Admin Officer will notify the employee in writing, specifying the approved study/examination leave dates.

#### 5. Responsibilities:

##### a. Staff:

- i. Must ensure that their studies/examinations do not conflict with their job responsibilities and do not compromise work performance.
- ii. Must provide timely updates on the progress of their studies or examinations if requested.
- iii. Must return to work on the scheduled date at the end of the study/examination leave.

##### b. Line Managers/HODs:

- i. Will review and recommend approval or denial of study/examination leave applications.
- ii. Should communicate the decision to the employee promptly.



**c. Principal/Head Teacher/Designated Officers:**

- i. Have the authority to approve or deny study/examination leave applications as appropriate.
- ii. Should ensure that the academic and operational needs of the school are met while considering employee's personal development.

**d. Admin Department:**

- i. Will maintain records of all approved study/examination leave applications.
- ii. Will facilitate communication between staff and their line managers regarding leave status.

**6. Compensation during Leave:**

Employees on approved study/examination leave will continue to receive their regular salary during the leave period.

**7. Return to Work**

Upon completion of the study/examination leave period, employees must promptly return to their regular job responsibilities. Please refer to clause 2.

**8. Non-Compliance**

Failure to adhere to the terms and conditions outlined in this policy may result in disciplinary action.

**9. Review and Revision:**

This policy will be reviewed annually or as needed and may be revised to meet changing organizational needs.





## **10. Implementation:**

The Admin and Compliance departments are responsible for implementing and disseminating this policy to all staff.

## **11. Contact Information:**

For inquiries or clarification regarding this policy, employees may contact the admin department.

## **12. Document Retention:**

All documentation related to study/examination leave applications, approvals, and communication will be retained as per the school's record retention policy.

## **13. Legal Compliance:**

This policy complies with all applicable employment laws and regulations.

## **14. Effective Date:**

This policy is effective as of 1st September 2023.



# **Guidelines on Information & Communications Technology**

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**AIC/ACS-PD016**





## 1.0 Purpose

This guideline provides a framework for the management of information Communication Technology (ICT) in Africa International College and Africa Community School Abuja. It applies to:

- a. All those with access to the School Information Systems, including staff, students, visitors and contractors;
- b. Any systems attached to the School computers or telephone networks and any systems provided by the School;
- c. All information (data) processed by the Schools pursuant to its operational activities, regardless of whether it is processed electronically or in paper (hard copy) form, any communications sent to or from the School and any School information (data) held on systems external to the School's network;
- d. All external parties that provide services to the School in respect of information processing facilities and business activities; and
- e. Principal information assets including the physical locations from which the School operates.

## 2.0 Aims and Commitments

- a. The School recognizes the role of information security in ensuring that users have access to the information they require in order to carry out their work. Computer and information systems underpin all the School's activities, and are essential to its teaching and administrative functions.
- b. Any reduction in the confidentiality, integrity or availability of information could prevent the School from functioning effectively and efficiently. In addition, the loss or unauthorized disclosure of information has the potential to damage the School's reputation or cause financial loss or other negative effects.



- c. To mitigate these risks, information security must be an integral part of information management, whether the information is held in electronic or hard-copy form.
- d. The School is committed to protecting the security of its information and information systems in order to ensure that:
  - i. Information is always available to those who need it and there is no disruption to the business of the School;
  - ii. The School meets its operational obligation including those applicable to personal and academic data.
  - iii. The reputation of the School is promoted and safeguarded.
- e. In order to meet these aims, the School is committed to implementing security controls that conform to best practice at all times. The School will draw and update information security toolkit guidance on the information communication.
- f. Information security risk assessments will be performed for all information system on a regular basis in order to identify key information risks and determine the controls required to keep those risks within acceptable limits.
- g. The School is committed to providing sufficient education and training to users to ensure they understand the importance of information security and in particular, exercise appropriate care when handling confidential information.
- h. Specialist advice on information security shall be made available to teachers and other support staff that handle critical data and information.
- i. An information security advisory group (or groups), comprising representatives from all relevant parts of the School, shall advise on best practice and coordinate the implementation of information security controls.
- j. The School will establish and maintain appropriate contacts with relevant organizations, network and telecommunications operators in respect of its information communication system.



- k. Breaches of information security must be recorded and reported to appropriate school authority who will take appropriate actions immediately.
- l. This guideline and all other supporting guidelines circulars shall be communicated as necessary throughout the School to meet its objectives and requirements.

### 3.0 Responsibilities

The school authority has ultimate responsibility for information security within the School. More specifically, it is responsible for ensuring that the School uses its ICT facilities to the optimum and promote efficiency and productivity in all areas.

#### 3.1 Head of ICT Department

The Head of the ICT unit, or any future equivalent body, is responsible to the school authority for:

- a. Ensuring that users are aware of these guidelines;
- b. Seeking adequate resources for its implementation;
- c. Monitoring compliance;
- d. Conducting regular reviews of the guidelines, having regards to any relevant changes to other School guidelines and or obligations;
- e. Ensuring there is clear direction and visible management support for ICT initiatives.

#### 3.2 Heads of department/class teachers/unit heads

Given the School's structure, teachers, heads of department and non-teaching staff are responsible for information security within their departments. They must ensure that their office has in place, a local information guideline to meet its own particular needs consistent with the requirements of this overarching



guideline. The local information security guidelines should identify the department's own information security requirements and provide a management framework for meeting those requirements

Specific roles and responsibilities for information security within department must be clearly identified.

They must approve the internal guidelines, and ensure that it is implemented and kept under regular review.

### 3.3 Users and External Parties

All users of School information should be aware of their own individual responsibilities for complying with the School and departmental guidelines on Information Communication Technology (ICT) facilities.

Agreements with third parties involving accessing, processing, communicating or managing the School's information, or information systems, should cover all relevant security requirements and be covered in contractual arrangements.

## 4.0 Risk Assessment

### 4.1 Risk assessment of information held

The degree of security control required depends on the sensitivity or criticality of the information. The first step in determining the appropriate level of security therefore is a process of risk assessment, in order to identify and classify the nature of the information held, the adverse consequences of security breaches and the likelihood of those consequences occurring.

Given the nature of the School's structure, the risk assessment should be carried out in the first instance by departments. The departmental assessment must be consistent with the general principles in this section.



The risk assessment should identify the department's information assets, define the ownership of those assets and classify them according to their sensitivity and/or criticality to the department or School as a whole. In assessing risk, departments should consider the value of the asset(s), the threats to that asset and its vulnerability. Where in doubt, the school authority should be contacted to obtain written guideline or approval.

Where appropriate, ICT assets should be labeled and handled in accordance with their criticality and sensitivity.

Rules for the acceptable use of ICT assets should be identified, documented and implemented. The School's Regulations and Guidelines applying to all users of the facilities can be obtained on request.

Information security risk assessments should be carried out regularly as required during the operational delivery and maintenance of the School's infrastructure, systems and processes.

## 4.2 Academic Data

Academic data must be handled in accordance with the standard professional care and in compliances to the School's guidelines and guidance on academic data.

The OPA requires that appropriate technical and organizational measures are taken against unauthorized or unlawful processing of academic data, against accidental loss or destruction of, or damage to the data.

A higher level of security should be provided for 'sensitive, personal and academic data', which include data relating to scores, bio data, and physical health information obtained during counseling or other personal confidential matters.





## 5.0 Protection of Systems and Assets

Having completed a risk assessment of their ICT assets, departments/units should draw up their own information security guidelines, setting out appropriate controls and procedures. The head of department or unit must be satisfied that the controls will reduce any residual risk to an acceptable level, in line with standard practices.

Confidential information should be handled in accordance with the requirements set out in section 6 below.

## 6.0 Protection of Information and Data

### 6.1 Significant and classification

- a. Identifying confidential information is a matter for assessment in each individual case.
- b. Broadly, however, information will be confidential if it is of limited public availability; is confidential in its very nature; has been provided on the understanding that it is confidential; and/or its loss or unauthorized disclosure could have one or more of the following consequences: financial loss, breach of confidence; reputational damage, adverse publicity, complaints about breaches of privacy; and/or an adverse effect on the safety or well-being of members of the School or those associated with it e.g. increased threats to staff or students, embarrassment or damage to benefactors, suppliers, staff and students.
- c. For AIC, the following data or information are confidential: Biodata, scores, students or staff assessment, examination questions and answers, information extracted during counseling, staff confidential records and financial data etc.



## 6.2 Storage

Confidential information should be kept secure, using, where practicable, dedicated storage (e.g. file servers) rather than local hard disks, and an appropriate level of physical security.

File or disk encryption should be considered as an additional layer of defense, where physical security is considered insufficient.

- a. Wherever practicable, documents with confidential information should be stored in locked cupboards, drawers or cabinets. In addition, the room, information should be kept should be locked when unoccupied for any significant length of time.
- b. Keys to cupboards, drawers or cabinets should not be left on open display when the room is unoccupied.

## 6.3 Access

Confidential information must be stored in such a way as to ensure that only authorized persons can access it.

All users must be authenticated. Authentication should be appropriate, and where passwords are used, clearly defined guidelines should be in place and implemented. Users must follow good security practices in the selection and use of passwords.

Where necessary, additional forms of authentication should be considered.

- a. To allow for potential investigations, access records should be kept for a minimum of six months, or for longer, where considered appropriate.
- b. Users with access to confidential information should be security vetted, as appropriate.



- c. Physical access should be monitored, and access records maintained

## 6.4 Remote access

Where remote access is required, this must be controlled via well-defined access control guidelines and tight access controls provided to allow the minimum access necessary.

Any remote access must be controlled by secure access control protocols using appropriate levels of encryption and authentication.

## 6.5 Copying

The number of copies made of confidential information, whether on portable devices or media or in hard copy, should be the minimum required, and, where necessary, a record should be kept of their distribution. When no longer needed, the copy should be deleted or, in the case of hard copies, destroyed.

All copies should be physically secured e.g. stored in a locked cupboard drawer filing cabinet or fire proof safe, as the case may be.

## 6.6 Disposal

All data or information budget required must be securely or destroyed by the appropriate person. In the case of old computers other devices, they must properly be cleaned off (all other devices, must be properly cleaned off and all data information deleted before they are destroyed or disposed of.

Confidential documents must be shredded in a confidential manner prior to disposal.



## 7.0 Use of Portable Devices or Media

- a. All portable devices or removable media must be screened by the Head of ICT Unit in order to ensure that the systems are appropriately protected from unauthorized access and infections.
- b. No printing of personal documents will be allowed in the unit.
- c. The permission of the officer in charge must be sought before ICT devices are moved off site. The officer in charge must be satisfied that the removal is necessary and that appropriate safeguards are in place.
- d. Installation of personal software's or devises by any user is prohibited.
- e. No part of the systems should be pass worded by any student or staff, passwords must be provided by the Head of the unit.
- f. Once a password is provided, it is the responsibility of the officer or user to ensure the passwords remain confidential under their care.
- g. In the case of student data or personnel information, all portable devices and media should be encrypted where the loss of the data could cause damage or distress to the School.
- h. The passphrase of an encrypted device must not be stored with the device.

## 8.0 Exchange of Information and Use of Email

Controls should be implemented to ensure that electronic messaging is suitably protected.

Email(s) should be appropriately protected from unauthorized use and access.

Email(s) should only be used to send confidential information where the recipient is trusted, the information owner has given their permission, and appropriate safeguards have been taken e.g. encryption. Additional guidance on managing the risks associated with the use of e-mail must be applied.



- a. If confidential documents are sent by fax, the sender should ensure they use the correct number and that the recipient is near to the machine at the other end ready to collect the information immediately it is printed.
- b. If confidential documents are sent by external post, they should ideally be sent by a form of recorded delivery. The sender must ensure that the envelope is properly secured.
- c. If confidential documents are sent by internal post the documents should be placed in an envelope marked 'Confidential' with the addressee's name clearly written on it.
- d. If documents are sent by hand, it must be through the staff affected
- e. Or a reasonably senior staff.

## 9.0 System Planning and Acceptance

A risk assessment should be carried out as part of the business case for any new ICT system that may be used to store confidential information. The risk assessment should be repeated periodically on any existing systems.

## 10.0 Backup

Users should ensure that appropriate backup and system recovery procedures are in place. Backup copies of all important information assets should be taken and tested regularly in accordance with an appropriate backup requirement.

## 11.00 Hard Copies

Protective marking

Documents containing confidential information should be marked as 'Confidential' or with another appropriate designation e.g. 'sensitive', etc., depending on the classification system adopted by the department.



## 12.0 Removal

Confidential information should not be removed from the School without written approval.

## 13.0 Enforcement

- Any failure to comply with the guidelines may result in disciplinary action.
- Any loss, damage or unauthorized disclosure must be promptly reported to the head of department/unit and to the appropriate school authority. Anyone, staff or student responsible for any loss or damage will be held responsible.
- Computer security incidents involving the loss or unauthorized disclosure of confidential information held in electronic form must be reported to the appropriate authority and investigated.
- If the loss or unauthorized disclosure involves personal data, whether electronic or hard copy, the school authority must also be informed immediately.

## 14.0 Compliance

The School has established these guidelines to promote information security and compliance with other relevant rules and procedure of AIC. The School regards any breach of information security requirements or unauthorized access to its ICT facilities as a serious matter, which may result in disciplinary action and or legal actions.

Compliance with these guidelines should form part of any contract with a third party that may involve access to network or computer systems or data of the School.



## 15.0 Linkage with Other Guidelines

This set of regulations on the ICT facilities should be read and applied along with relevant portions of other Handbooks, guidelines and manuals published by the School.

## 16.0 Amendments and Changes

The School authority reserves the right to make changes to these rules and guidelines at any time and such changes shall have the same effect as all other parts or sections of this manual.

## 17.0 Definitions

**Access Control** - Ensures that resources are only granted to those users who are entitled to them.

**Appropriate** - Suitable for the level of risk identified and justifiable by risk assessment.

**Asset** - Anything that has a value to the School

**Audit** - Information gathering and analysis of assets to ensure such things as guidelines compliance and security from vulnerabilities.

**Authentication** - The process of confirming the correctness of a claimed identity.

**Best Practice** - Current standard advice for implementing security controls. Synonymous with 'good practice'.

**Confidentiality** - Confidentiality is the need to ensure that information is disclosed only to those who are authorized to view it.

**Control** - A means of managing risk by providing safeguards. This includes guidelines, procedures, guidelines, other administrative controls, technical controls or management controls.



**Data** - Information held in electronic or hard copy form.

**External Party** - see 'Third Party'

**Information** - Any communication or representation of knowledge such as facts, data, or opinions in any medium or form, including textual, numerical, graphic, cartographic, narrative, or audiovisual.

**Information Owner** - Synonymous with 'information risk owner'. This is the person who is responsible for accepting any residual risk.

**Information Security** - Preservation of confidentiality, integrity and availability

**Information security toolkit** - Collection of guidelines, guidelines, interpretation, technical guidance and example solutions.

**Information Systems** - Any system, service or infrastructure used to process information or the physical locations housing them. This includes critical business environments, business processes, business applications (including those under development), computer systems and networks.

**Personal Data** - Any data held in a system, whether electronic or hard copy, that identifies.

**Guidelines** - overall intention and direction as formally expressed by management

**Risk** - the potential for an unwanted event to have a negative impact as a result of exploiting a weakness. It can be seen as a function of the value of the asset, threats and vulnerabilities.

**Risk Assessment** - Overall process of identifying and evaluating risk.

**Third party** - person or body that is recognized as being independent of the School.





**Threat** - Something that has the potential to exploit a weakness to result in some form of damage. Threats can be environmental, deliberate, accidental, logical or technical.

**Vulnerability** - Weakness of an asset or group of assets that may be exploited by a threat.



# **Teacher of the Month Criteria**

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**AIC/ACS-PD016**



## Teacher of the Month Criteria

1. **Teaching Excellence:** The teacher should demonstrate a high level of teaching excellence, which can be reflected in factors such as student achievement, engagement, and progress. Evidence of effective teaching methods, innovative approaches, and a commitment to student success is essential.
2. **Positive Impact on Students:** The teacher should have a positive impact on students' academic and personal development. This could include fostering a supportive classroom environment, providing mentorship, and helping students reach their full potential.
3. **Professionalism:** The teacher should exhibit professionalism in all aspects of their work, including punctuality, preparedness, and adherence to school policies and procedures. They should also maintain a respectful and collaborative attitude with colleagues, students, and parents.
4. **Contributions to the School Community:** Recognizing teachers who actively contribute to the overall school community is important. This can include involvement in extracurricular activities, participation in school committees, and initiatives that enhance the school's culture and reputation.
5. **Continuous Professional Growth:** Teachers who continuously seek to improve their skills and knowledge through professional development opportunities, workshops, or advanced degrees may be considered for this recognition.
6. **Innovation and Creativity:** Recognizing teachers who bring innovation and creativity to their teaching methods can inspire others and promote a dynamic learning environment.
7. **Positive Feedback and Recommendations:** Input from students, parents, colleagues, and administrators can play a significant role in the selection process. Positive feedback, testimonials, and recommendations can highlight a teacher's impact and effectiveness.



8. Community Involvement: Some schools also consider a teacher's involvement in the broader community, such as volunteering or engaging in activities that benefit the local community or region.
9. Adherence to Ethical and Professional Standards: Teachers should adhere to a high standard of ethics and professionalism, including maintaining confidentiality, respecting diversity, and upholding the code of ethics for educators.
10. Overall Dedication and Commitment: The teacher should demonstrate a genuine commitment to their profession, their students, and the goals and values of the school.



### TEACHERS MONTHLY ASSESSMENT FORM

Month: .....

Name of Teacher: .....

S/N	Record	1	2	3	4	5	Comment
1.	<b>Lesson Plan</b>						
	Availability						
	Up -to - date						
	Clearly stated objectives						
	Duly checked and Marked						
2.	Learners' Notes						
	Availability						
	Up- to - Date						
	Content and Grammar						
	Duly checked and Marked						
3.	Scheme of Work						
	Availability						
	Weekly record of Work						
	Duly checked and Marked						
4.	Mark Book						
	Availability						
	Up- to - Date						
	Content Entries						
	Neatness						
	Duly checked and recorded						
5.	Use of instructional Resources						
6.	Good knowledge of the subject						
	Punctuality						



7.	Class						
	School						
8.	Contribution to school Community						
	Involvement in extracurricular activities (clubs and society)						
	Participation in school committees						
	Initiatives that enhance the school culture and reputation						
9.	Continuous professional growth						
	Teachers who continuously seek to improve their skills and knowledge						
	Workshops and training						
10.	Positive feedback and recommendations						
	Feedback to students						
	Feedback to parents						
	Feedback to colleagues						
	Feedback to administrators						
11.	Overall dedication and commitment						
	Commitment to their profession						
	Commitment to their students						
	Commitment to the goals and values of the school						

