2024

Kaduna State

Policy on Safety, Security and Violence-Free Schools

**KADUNA STATE
MINISTRY OF EDUCATION**

The **Kaduna State Safety, Security, and Violence-Free Schools Policy (2024)** provides a **strategic framework for ensuring the safety and protection of students, teachers, and school environments**. With increasing security challenges, violence in schools, and risks from environmental hazards, Kaduna State is committed to **ensuring that every child learns in a safe, secure, and inclusive environment**. The government, in collaboration with **security agencies, education authorities, community leaders, and private sector partners**, will implement **proactive strategies, technology-driven security solutions, and stakeholder engagement initiatives** to achieve the objectives of this policy.

MINISTRY OF EDUCATION

KADUNA STATE POLICY ON SAFETY, SECURITY AND VIOLENCE-FREE SCHOOLS

KADUNA STATE MINISTRY OF EDUCATION

Block A, Kaduna State Secretariat, Yakubu Gowon Way, Kaduna, Nigeria.

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List of Acronyms

CBDRM:	Community-Based Disaster Risk Management
DSL – Designated Safeguarding Lead	
DRM:	Disaster Risk Management
DRR:	Disaster Risk Reduction
FPT:	Focal Point Teacher
GBV – Gender-Based Violence	
IFA:	International funding agencies
KADBEAM	Kaduna Basic Education Accountability Mechanism
KADSUBEB:	Kaduna State Universal Basic Education Board
KSMoE:	Kaduna State Ministry of Education
KSSQAA:	Kaduna State Schools Quality Assurance Authority
KSSVFS – Kaduna State Safety, Security, and Violence-Free Schools Policy	
LGEAs:	Local Government Education Authorities
MSSS – Minimum Standards for Safe Schools	
NSCDC:	Nigeria Security and Civil Defence Corps
NSSVFS – National Safety, Security, and Violence-Free Schools Policy	
PTA:	**Parent** Teachers Association
SBMC:	School-Based Management Committee
SSD – Safe Schools Declaration	
SDMC:	School Disaster Management Committee
SDM:	School Disaster Management
SMC:	School Management Committee
SMoH:	State Ministry of Health
SEMA:	State Emergency Management Agency
SFD:	School Feeding Programs
SOP:	Standard Operating Procedures
SSD:	Safe Schools Declaration
SSSC:	School Safety and Security Committee
SSSRT:	School Safety and Security Response Team
SSVFC:	Safety, Security and Violence-Free School
SSRCs:	Security Response Centres
VAC:	Violence Against Children
VAPP:	Violence Against Persons (Prohibition) Act 2015
WASH:	Water, Sanitation, and Hygiene

Definition of Terms

A	
Armed Conflict	*Prolonged and organized violence between opposing parties, including state and non-state actors, leading to casualties and disruptions.*
Attacks on Schools	*Deliberate acts of violence targeting educational institutions, learners, or staff, with serious consequences for education and safety.*
Affected Location	*Any area impacted by a disaster or security threat.*

B	
Bullying	*Repeated misuse of power through verbal, physical, or social actions causing harm, including online (cyberbullying).*
Barrier-Free Access	*Infrastructure modifications ensuring safe access for differently abled learners.*

C	
Child Protection	*Safeguarding children from abuse, exploitation, and neglect, as mandated by national and international laws.*
Cyberbullying	*Use of digital platforms to harass, intimidate, or harm individuals through harmful messages or posts.*
Capacity Building	*Strengthening skills and resources to prevent, manage, and recover from disasters or security threats.*
Child-Friendly Spaces	*Safe, inclusive, and supportive learning environments for all children, particularly vulnerable groups.*
Community-Based Security	*Local security groups, including vigilantes, collaborating with formal agencies to protect schools.*
Conflict Management	*Strategies to prevent, mitigate, and resolve school-related disputes peacefully.*

D	
Disaster	*A catastrophic event, natural or man-made, causing significant harm beyond local coping capacity.*
Disaster Management	*Systematic strategies to reduce disaster impacts through preparedness and mitigation.*
Disaster-Resilient Features	*School design elements that withstand hazards like floods, fires, or attacks.*

E	
Early Warning System	*Mechanisms for detecting, assessing, and communicating imminent disaster or security threats.*
Emergency Evacuation	*Safe, organized movement of individuals from a school during crises.*
Emergency Evacuation Routes	*Clearly marked escape routes in schools for safe evacuation during crises.*
Emergency Management	*Coordinated efforts to prevent, respond to, and recover from emergencies affecting schools.*

F	
Focal Point Teacher (FPT)	*A teacher responsible for school safety initiatives and coordination.*
First Aid	*Immediate medical assistance provided before professional treatment is available.*

H	
Hazard Assessment	*Evaluation of potential risks affecting school safety, including natural and human-induced threats.*

I	
Incident Reporting Mechanism	*Systems enabling learners, staff, or parents to report safety concerns confidentially.*

M	
Mandatory Reporting	*Legal obligation to report incidents of abuse, violence, or security threats in schools.*
Mitigation	*Actions taken to minimize disaster and security risks through infrastructure improvements and preparedness.*
N	
Natural Hazards	*Environmental threats such as floods, storms, and wildfires impacting schools.*
Non-Structural Safety Measures	*Safety policies and practices that do not involve construction but enhance security.*
P	
Perimeter Fence	*A physical barrier securing school premises and controlling unauthorized access.*
S	
Safeguarding	*Protecting learners from harm, abuse, and exploitation in school environments.*
Safe Areas	*Designated spaces within or near schools for shelter during emergencies.*
School-Based Management Committee (SBMC)	*A governance body comprising parents, teachers, and community members overseeing school safety.*
School Safety and Security Response Team (SSSRT)	*A committee at each school ensuring safety compliance and rapid crisis response.*
Security and Safety Standards	*Mandatory school safety requirements enforced by relevant authorities.*
Structural Safety Measures	*Construction standards ensuring buildings are secure, disaster-resilient, and fit for learning.*
V	
Violence	*Any act of physical, emotional, or sexual harm, including bullying, abuse, and GBV.*
Violence Against Children (VAC)	*Any form of physical, emotional, or sexual abuse that harms children.*
Violence-Free School Environment	*A school setting where violence is actively prevented and reported.*
Violence Prevention Programs	*Initiatives to educate and protect learners from abuse, bullying, and security threats.*
Vulnerability	*The degree to which a school community is at risk due to limited capacity for disaster prevention and response.*

KADUNA STATE

POLICY ON SAFETY, SECURITY AND VIOLENCE-FREE SCHOOLS

Foreword

Education is the foundation of development, yet for many children in Kaduna State, the right to education is under threat due to rising insecurity, violence, and environmental hazards. Schools should be safe havens where children learn, grow, and thrive without fear. Unfortunately, recent incidents—including armed attacks, kidnappings, and gender-based violence—have underscored the urgent need for a comprehensive safety and security framework in our schools. The Kaduna State Policy on Safety, Security, and Violence-Free Schools (KSSVFS) is a bold step toward ensuring safe learning environments across the state. This policy is designed to strengthen school security infrastructure, establish robust emergency response mechanisms, and integrate safeguarding measures into the education system. It aligns with national and international frameworks, reinforcing the commitment of Kaduna State to protect every learner from harm.

The policy was designed through a participatory process coordinated by the Partnership for Learning for All (PLANE), involving wide consultations through focus group discussions, stakeholders' consultation, workshops, key informant interviews, field visits to schools and key sectors and agencies in Kaduna State. It is appropriate therefore to recognise and appreciate the supports of the stakeholders that participated in the development of this policy. By addressing a broad range of safety and security issues, the policy lays the foundation for a more secure and resilient educational system in Kaduna State. The Kaduna State Government, in collaboration with all stakeholders, pledges to uphold the principles and objectives outlined in this policy. Continuous improvement and adaptation to emerging threats will be prioritized to safeguard the future of education in the State. The state is also committed to costed action plan biannually and appropriate budget allocation for safety and security of schools.

The State Government, in collaboration with education stakeholders, security agencies, and community leaders, remains committed to ensuring that every school is a place of safety and learning.

I urge all stakeholders to actively support and implement this policy for the collective good of our children, their families, and the future of Kaduna State.

Together, let us safeguard our schools and protect the future of education.

Senator Uba Sani
Governor, Kaduna State

Acknowledgement

The Kaduna State Ministry of Education extends its deepest appreciation to all stakeholders who contributed to the development of this policy. This document is the result of collaborative efforts between government agencies, security institutions, education sector partners, civil society organizations, and community representatives. This policy document was developed through extensive consultation with key stakeholders, including:

- Kaduna State Government and Ministry of Education
- State and Federal Security Agencies
- Traditional and Religious Leaders
- School Administrators and Teacher Unions
- Parents, Students, and Civil Society Organizations (CSOs)
- International Development Partners (UNICEF, UNESCO, FCDO PLANE, World Bank)

We acknowledge the contributions of the State Emergency Management Agency (KADSEMA), Ministry of Internal Security and Home Affairs, Ministry of Human Services and Social Development, State Universal Basic Education Board (SUBEB), Kaduna State School Quality Assurance Authority (KSSQAA), and the Nigerian Security and Civil Defence Corps (NSCDC) for their technical input and commitment to safeguarding education in Kaduna.

Special recognition is given to development partners such as UNICEF, UNESCO, FCDO, World Bank, the Safe Schools Initiative, and civil society organizations for their technical expertise, funding, and strategic guidance in shaping this policy.

We also appreciate the efforts of teachers, school administrators, parents, and learners who provided valuable insights into the realities of school safety and security. Their contributions have been pivotal in ensuring that this policy is practical, inclusive, and effective. Together, we will ensure that every child in Kaduna State has access to a safe and secure education.

Professor Muhammad Sani Bello, FCNA, ACIT
Hon. Commissioner,
Ministry of Education, Kaduna State

Executive Summary

The Kaduna State Policy on Safety, Security, and Violence-Free Schools (KSSVFS) is a comprehensive framework aimed at ensuring that all schools in the state provide a safe and secure learning environment, free from violence, abuse, and hazards. This policy aligns with the National Safe Schools Declaration (SSD), the National Safety, Security, and Violence-Free Schools (NSSVFS) Policy (2022), and the Minimum Standards for Safe Schools (MSSS). The policy is developed in response to the growing security challenges facing schools in Kaduna State, including armed attacks, banditry, kidnappings, gender-based violence (GBV), environmental hazards, poor infrastructure, and inadequate emergency preparedness. The document outlines institutional responsibilities, school safety measures, community engagement strategies, and emergency response mechanisms to protect learners, teachers, and school personnel.

Key Components of the Policy

1. Multi-Sectoral Stakeholder Framework – Establishes a coordinated approach involving state and local governments, school administrators, security agencies, civil society, and development partners to strengthen school safety.
2. Minimum Standards for Safe Schools in Kaduna (MSSS-KD) – Outlines six safety pillars focusing on school governance, violence prevention, disaster risk management, security awareness, safe infrastructure, and protection from hazards.
3. School Security Rapid Response and Coordination System – Develops a state-wide emergency response infrastructure, including School Security Response Centres at state and local levels.
4. Learners' Safety Protocols – Addresses bullying, cyberbullying, drug abuse, weapons in schools, threats to teachers, and safeguarding measures to ensure student well-being.
5. School Safety, Security, Infrastructure, and Preparedness Protocols – Details standards for school buildings, fencing, playgrounds, hygiene, food safety, emergency preparedness, and security training.
6. Policy Implementation, Compliance, and Monitoring – Establishes mechanisms for tracking policy progress, evaluating effectiveness, and ensuring adherence to safety regulations.

The Kaduna State Government commits to the full implementation of this policy by mobilizing resources, enhancing security measures, integrating safety education into curricula, and fostering community participation. The policy seeks to build resilience in school environments, prevent disruptions in education, and protect the rights of every child. This document serves as a roadmap for creating a violence-free, secure, and resilient education system in Kaduna State, ensuring that all learners have access to safe and quality education.

Section 1

KADUNA STATE Policy on Safety, Security and Violence-Free Schools

Kaduna Schools Profile & Rationale for Safe Schools

CHAPTER 1
INTRODUCTION, VULNERABILITY PROFILE OF KADUNA SCHOOLS AND RATIONALE FOR SAFE SCHOOLS

1. **INTRODUCTION VULNERABILITY PROFILE OF KADUNA SCHOOLS AND RATIONALE FOR SAFE SCHOOLS**

   1.1. **INTRODUCTION**

       1.1.1. Kaduna State, located in northwestern Nigeria, has a diverse educational landscape comprising numerous public and private institutions. The state had approximately 4,200 public primary schools and 500 public secondary schools. Recent initiatives have led to the construction of 62 new secondary schools—39 junior schools and 23 senior schools—across the state's three senatorial zones to meet growing educational demands. Despite these efforts, challenges persist. As of 2024, Kaduna State accounted for about 680,000 out-of-school children, reflecting significant barriers to inclusive education. To address this, the government has approved the construction of an additional 50 secondary schools, aiming to enrol over 100,000 students upon completion.[1]

   1.2. **VULNERABILITY PROFILE OF KADUNA SCHOOLS**

       1.2.1. Schools in Kaduna State face significant risks, including security threats, environmental disasters, public health emergencies, and infrastructure decay, all of which endanger student safety and disrupt learning. These vulnerabilities stem from armed violence, terrorism, kidnappings, gender-based violence (GBV), flooding, fire outbreaks, structural collapses, and disease outbreaks, leading to severe consequences for educational continuity and community well-being. Addressing these challenges requires urgent policy intervention, multi-sectoral collaboration, and sustained investment in school safety initiatives. This section provides a comprehensive assessment of the hazards affecting schools, evaluates vulnerabilities within the education system, and presents

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[1] Kaduna State Education Sector Strategic Plan

strategic recommendations to enhance resilience and ensure safer learning environments across Kaduna State.

The safety of schools in Kaduna State remains a critical concern due to poor security infrastructure, weak emergency preparedness, and

1.2.2. deteriorating school conditions. Over 60% of schools lack perimeter fencing, leaving them vulnerable to attacks, while only a few have CCTV surveillance or trained security personnel. Inadequate emergency response systems further worsen the situation, as less than 30% of schools have disaster management plans, and most teachers lack first-aid training. Additionally, 40% of classrooms require urgent renovations, and only 20% of schools are equipped with functional fire extinguishers, increasing the risk of disaster-related fatalities.

1.2.3. Compounding these challenges are high levels of student overcrowding, where some classrooms accommodate over 100 students, leading to poor learning outcomes and increased disease transmission risks. Limited water, sanitation, and hygiene (WASH) facilities further expose learners to health hazards. Additionally, low community engagement in school security efforts, coupled with weak functionality of School-Based Management Committees (SBMCs)—only 67% of which are functional—undermines the effectiveness of local safety responses. Furthermore, long travel distances to schools, isolated boarding facilities, and a lack of real-time data on school attacks (EMIS) increase students' vulnerability to violence and abductions. Below are some recorded scenarios resulting from the risks faced by Kaduna Schools and Students:

1.2.3.1. Armed Attacks, Banditry, and Kidnappings

Schools in rural and semi-urban areas face increasing threats from terrorist attacks, mass kidnappings, and armed banditry, forcing school closures and mass displacement of students.

1. **Notable Incidents: facts and figures**
   a. April 2021: 137 learners kidnapped from LGEA Primary School in Kuriga
   b. July 2021: 140 students abducted from Bethel Baptist High School.

c. March 2024: Over 200 pupils kidnapped in Kuriga village, Kaduna.
d. Over 1,000 students abducted in Kaduna schools between 2021-2024.
e. Over 350 schools have been forced to shut down due to insecurity and relocated to safer locations

2. **Impact of Armed Attacks, Banditry, and Kidnappings**
   a. Mass displacement of students and teachers in high-risk areas.
   b. Disruptions in education, leading to high dropout rates.
   c. Psychological trauma for students, teachers, and parents.
   d. High student dropout rates, particularly among girls.
   e. Psychological trauma among affected students, parents, and teachers.
   f. Mass migration of families from high-risk areas, disrupting education.

1.2.3.2. Flooding and Environmental Hazards

Schools located in low-lying flood-prone areas experience severe flooding, leading to displacement of students, destruction of school materials, and outbreaks of waterborne diseases.

1. **Notable Incidents: facts and figures**
   a. Over 50 schools were damaged by floods in Kaduna in 2022, affecting 10,000+ students.
   b. **Most Affected Areas**:
      i. Kaduna North, Kaduna South - Schools near River Kaduna experience frequent flooding.
      ii. Chikun, Igabi, and Zaria LGAs - High vulnerability to seasonal floods.
   c. Lack of proper drainage systems in 70% of rural schools increases flood risk.

2. **Impact of Flooding and Environmental Hazards**
   a. Displacement of students and school closures in affected areas.
   b. Destruction of school infrastructure (classrooms, furniture, textbooks), delaying academic activities.

c. Contaminated floodwaters and increased risk of cholera and typhoid outbreaks among students.

1.2.3.3. Fire Outbreaks and lack of Emergency Preparedness Plans in Schools

Schools are vulnerable to fire outbreaks caused by electrical faults, arson, and accidental ignition, often leading to loss of infrastructure and injuries especially in boarding schools

1. **<u>Notable Incidents: facts and figures</u>**
   a. **2021:** Electrical fire damaged a girls' boarding school in Kaduna, forcing over 500 students to relocate.
   b. **2023:** Fire destroyed six classrooms in a secondary school in Sabon Gari, Zaria.
   c. Kaduna records at least 10 school fire incidents annually.
   d. Only 20% of schools have fire extinguishers or safety response mechanisms.

2. **<u>Impact of Fire Outbreaks and lack of Emergency Preparedness Plans in Schools</u>**

   a. Destruction of educational infrastructure and loss of learning materials and student records.
   b. Risk of injuries or fatalities among students and teachers.
   c. Prolonged disruptions in school academic activities.

1.2.3.4. Structural Deficiencies and Unsafe School Buildings

Many schools lack properly constructed buildings, perimeter fencing, and emergency exits, leading to classroom collapses and safety hazards for students and teachers.

1. **<u>Notable Incidents: facts and figures</u>**
   a. 2021: School roof collapsed in Giwa LGA due to heavy rain, injuring 12 pupils.
   b. 2022: Classroom block collapsed at a primary school in Kachia LGA, killing 2 students.
   c. 60% of public schools in Kaduna lack secure fencing, leaving them exposed to security threats.

d. Over 500 schools in rural areas have dilapidated classrooms, prone to collapse.
e. At least 50% of school roofs are in a state of disrepair, threatening student safety.

2. **Impact of Structural Deficiencies and Unsafe School Buildings**
   a. Loss of lives and injuries among students. Property damage and loss of instructional materials.
   b. Learning disruptions due to deteriorating school conditions.

   c. Reduced student attendance in unsafe school environments.
   d. Permanent school closures in worst-hit areas.

1.2.3.5. Gender-Based Violence (GBV) and Sexual Harassment

Many students, especially girls, face sexual harassment, exploitation, and violence in school environments, leading to psychological trauma, dropout, and poor academic performance.

1. **Notable Incidents: facts and figures**
   a. **2022:** A case of a teacher abusing multiple students in a secondary school in Kaduna South LGA.
   b. 2023: 80+ school-related GBV cases were handled by the Kaduna State Ministry of Women Affairs.
   c. At least 40% of female students in Kaduna report experiencing sexual harassment in schools.
   d. Only 35% of Kaduna schools have active gender-based violence reporting mechanisms.

2. **Impact of Gender-Based Violence (GBV) and Sexual Harassment**
   a. Increased dropout rates among girls.
   b. Social Stigma and Psychological trauma and fear among students resulting in low academic
   c. performance among affected students. Legal and disciplinary cases against offenders.

1.2.3.6. Disease Outbreaks
Poor hygiene and overcrowding in schools increase the spread of infectious diseases, leading to school closures and health risks among students.

1. **Notable Incidents: facts and figures**
   a. COVID-19 pandemic (2020-2021) led to mass school shutdowns, affecting over 1.8 million public primary school students, and over 5,000 public secondary school students
   b. Over 500 students were infected during a cholera outbreak in 2022.
   c. Kaduna recorded 200+ cases of meningitis in 2023, primarily in boarding schools.
   d. 60% of schools lack proper and/or adequate handwashing facilities, increasing disease risks.

2. **Impact of Disease Outbreaks**
   a. High absenteeism due to illness and disruption of learning.
   b. Long-term health consequences for affected students.
   c. Financial burden on parents and school administrators.
   d. School shutdowns, disrupting learning schedules. Loss of student lives in severe cases.

1.2.4. Despite Nigeria's adoption of the National Safety, Security, and Violence-Free Schools (NSSVFS) Policy (2022)[2] and its commitment to the Safe Schools Declaration (SSD)[3], Kaduna State has yet to fully domesticate or implement these frameworks. The absence of a state roadmap for school security, lack of dedicated funding, and weak monitoring and reporting mechanisms have stalled progress in ensuring safer schools. Urgent action is needed to strengthen security infrastructure, enhance community participation, and allocate adequate resources to protect students and guarantee uninterrupted learning.

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[2] National Safety, Security, and Violence-Free Schools Policy (2022)
[3] Safe Schools Declaration (SSD)

1.2.5. The Kaduna State Policy on Safety, Security, and Violence-Free Schools (2024) is designed to institutionalize security measures, safeguard students, teachers, and school infrastructure, and promote resilience in the face of emerging threats.

The policy aligns with national frameworks, including the National Safety, Security, and Violence-Free Schools (NSSVFS) Policy, and international commitments such as the Safe Schools Declaration (SSD) and Sustainable Development Goals (SDGs).

1.3. RATIONALE FOR SAFE SCHOOLS IN KADUNA STATE

1.3.1. Education is a fundamental right, yet insecurity, violence, and environmental hazards threaten the ability of students to learn in a safe environment. In Kaduna State, insecurity remains a pressing concern, affecting school attendance and safety. Incidents of banditry and kidnappings have led to the relocation of over 350 schools from high-risk areas to safer locations. Such challenges have contributed to a decline in student enrolment, emphasizing the need for enhanced security measures to ensure a safe learning environment. The prevalence of armed attacks on schools, kidnappings, gender-based violence (GBV), bullying, and infrastructural weaknesses have made it imperative to implement a comprehensive and proactive safety policy.

1.4. JUSTIFICATION FOR THE KADUNA STATE POLICY ON SAFETY, SECURITY AND VIOLENCE-FREE SCHOOLS

The Kaduna State Government is committed to ensuring the right to education in a **safe, secure, and inclusive learning environment**, in line with **National Safety, Security, and Violence-Free Schools (NSSVFS) Policy (2022)** and the **Minimum Standards for Safe Schools (MSSS)**. Schools in Kaduna have faced persistent threats from **armed attacks, gender-based violence (GBV), environmental hazards, and poor infrastructure**, all of which hinder educational continuity and violate children's rights. This policy addresses these critical challenges by **establishing a structured framework for school security, disaster risk management, and child protection**, ensuring compliance with **Nigeria's education and security priorities**. The Kaduna State Safety, Security and Violence Free School (KSSVFS) Policy envisions a state where all learners, teachers, and school stakeholders are protected from risks, including natural and human-made hazards.

It **integrates risk management, safety planning, and security measures into the education system**, ensuring that schools are not only places of learning but also **centres of resilience and preparedness.**

This policy recognises the urgent need to enhance the safety and security of schools across both rural and urban areas in the State, ensuring that every child can safely access their right to education. The policy focuses on creating a secure learning environment by taking a holistic and inclusive approach to school safety and integrating various aspects of risk management and preparedness into the education system. The policy amongst other things will equip learners, teachers, school personnel, and education authorities with the necessary framework and guidance to prepare for and respond to safety and security threats effectively. It emphasizes **community engagement, capacity building for teachers and school administrators, and inter-agency collaboration** to institutionalize safety and security in all schools. By leveraging technology, surveillance, and digital reporting tools, the policy enhances **real-time monitoring and evidence-based decision-making** to prevent and respond effectively to school-related threats.

This policy builds on existing efforts by the government, civil society, and donor partners, including minimum standards for school security, safeguarding referral pathways, and infrastructure improvements. Through institutional coordination, enhanced security infrastructure, and strengthened community participation, the policy fosters an education system where students can learn without fear and schools can withstand emerging threats.

Aligned with national and international frameworks, such as the **Safe Schools Declaration (SSD**) and the Sustainable Development Goals (SDGs), particularly **SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions[4]).** It promotes a rights-based, gender-sensitive, and technology-driven approach to school safety, incorporating best practices in conflict-sensitive education, emergency preparedness, and child protection mechanisms. By integrating these national and global frameworks, the policy ensures that Kaduna's education sector is resilient, inclusive, and compliant with global best practices. The implementation of this policy will strengthen institutional coordination, improve security infrastructure, and enhance stakeholder collaboration, fostering an education system where students, teachers, and communities are protected and empowered.

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[4] United Nations Sustainable Development Goals (SDG 4 & 16)

CHAPTER 2
POLICY VISION, MISSION, PURPOSE, OBJECTIVES & STATEMENTS

2. POLICY VISION, MISSION, PURPOSE AND OBJECTIVES

2.1. POLICY VISION AND MISSION

2.1.1. VISION

The vision of the policy is to create a safe, inclusive and supportive learning environment that is secure, free from all forms of violence, fosters social growth and emotional well-being for learners and other school users.

2.1.2. MISSION

To foster a safe and conducive environment for learning, development and growth through zero tolerance to violence, ensuring effective security response systems that can efficiently address and mitigate threats and hazards that can affect the learning environment and school users.

2.2. PURPOSE OF THE POLICY

2.2.1. The KSSVFS policy establishes a framework for creating a safe, protective, and learner-friendly environment, ensuring that students can pursue their education without fear. By addressing a broad spectrum of safety and security concerns, the policy strengthens resilience in Kaduna State's education system and promotes a secure learning environment where education remains uninterrupted, even in times of crisis.

2.2.2. The policy emphasizes community involvement in school protection, fostering strong collaboration between schools, local communities, and relevant stakeholders to mitigate security risks. It enhances the capacity of learners, teachers, parents, and administrators by equipping them with essential skills in safeguarding, risk assessment, emergency preparedness, and response strategies. Additionally, the policy promotes the integration of security-conscious practices into school operations, ensuring a proactive approach to identifying and addressing potential threats.

2.2.3. The policy presents a framework for collaboration with security agencies, fostering intelligence gathering, threat prevention, and

rapid response mechanisms to safeguard schools from attacks. Furthermore, it prioritizes support for survivors of school-related violence, ensuring access to psychosocial assistance, recovery programs, and reintegration into the education system. By establishing a state-wide school security and emergency response framework, the policy provides a sustainable approach to protecting education, enhancing resilience, and ensuring long-term safety for all learners in Kaduna State.

2.2.4. The Government of Kaduna State, through this policy, commits to:

1. **Strengthen School Security and Protection Measures** – Establish and enforce minimum security standards in all schools, including perimeter fencing, access controls, CCTV surveillance, and deployment of trained security personnel to safeguard students and school personnel.

2. **Enhance Community Engagement and Stakeholder Collaboration** – Institutionalize School-Based Security Committees (SBSCs) and promote active collaboration between schools, local communities, security agencies, and civil society organizations to create a united front against security threats.

3. **Improve Emergency Preparedness and Response Capacity** – Develop and implement comprehensive emergency response plans, evacuation drills, and disaster risk reduction strategies to enhance school resilience against security threats and natural disasters.

4. **Build the Capacity of School Stakeholders** – Equip teachers, school administrators, and students with practical skills in risk assessment, emergency response, and crisis management, ensuring that schools are prepared to handle safety challenges effectively.

5. **Provide Support for Survivors of School-Related Violence** – Establish a state-supported psychosocial assistance program for survivors of attacks and violence in schools, ensuring access to trauma counselling, legal aid, and reintegration support.

6. **Ensure Policy Implementation, Coordination, and Compliance** – Fully domesticate the National Safety, Security, and Violence-Free Schools (NSSVFS) Policy (2022) and develop a Kaduna State-specific roadmap for school security, financing, and monitoring mechanisms to ensure effective execution.

7. **Mobilize Sustainable Funding for School Security** – Secure dedicated financing for school security interventions, ensuring continuous investment in infrastructure improvements, security personnel training, and emergency preparedness programs.

8. **Establish a Monitoring and Evaluation Framework** – Implement a state-wide school security monitoring and reporting system, ensuring continuous assessment of policy impact, feedback from stakeholders, and data-driven decision-making for sustained improvements.

2.3. POLICY OBJECTIVES

The objectives of the Policy are to:

1. Create a safe and violence-free learning environment for school users (learners, teachers, school support staff, visitors etc)
2. Build capacity of learners, teachers, school personnel and other government officials on school safety and security.
3. Highlight specific actions by different stakeholders within the Safe Schools Declaration (SSD) framework towards school safety and security.
4. Strengthen coordination and ensure compliance on implementation, monitoring and reporting among relevant institutions on school safety and security.
5. Ensure the continued delivery of quality education services for learners in disaster-affected, conflict-prone areas.
6. Mainstream school safety content in existing government schemes and policies.

2.4. SCOPE OF THE POLICY AND ITS APPLICATION

2.4.1. Kaduna State School Safety, Security and Violence-Free Policy (KSSSSVF) applies to all schools and learning centres, including public and private institutions in rural and urban areas of the state. Specifically, the policy shall apply to:

1. All stakeholders involved in delivering education to learners in Kaduna State including the Ministry of Education, Ministry of Human Services and Social Development, Kaduna State Schools Quality Assurance Authority (KSSQAA), State Universal Basic Education Board (SUBEB), Local Government Education Authorities (LGEAs), Private School Proprietors Association, School-Based Management Committee (SBMC), Community-Based Management Committee (CBMC), Model Schools in the State, Non-Governmental Organizations (NGOs), Faith Based Organizations (FBOs), Community-Based Organizations (CBOs), development partners; the private sector, parents, community gatekeepers and the media;

2. All government authorities responsible for addressing the protection of learners at all levels including the Ministry of Human Services and Social Development, Ministry of Justice, Ministry of Internal Security and Home Affairs, Nigerian Security and Civil Defence Corps (NSCDC), Nigeria Police Force, Vigilante Groups, National Human Rights Commission, National Agency for Prohibition of Trafficking in Persons (NAPTIP), and other related persons and establishments.

2.5. KADUNA STATE POLICY STATEMENT ON SAFETY, SECURITY AND VIOLENCE-FREE SCHOOLS

The Government of Kaduna State firmly upholds that every child has the right to a safe, secure, and violence-free learning environment where they can access quality education without fear or disruption. Kaduna State is committed to implementing a comprehensive, multi-sectoral approach to school safety, integrating security infrastructure, community engagement, emergency preparedness, and technology-driven solutions.

This policy commits to enhancing institutional coordination, strengthening school security measures, and equipping education stakeholders with the necessary knowledge and resources to ensure proactive risk management and effective crisis response.

The Kaduna State Policy on Safety, Security, and Violence-Free Schools provides a structured framework for ensuring school resilience and protecting learners from violence, exploitation, and harm. The Kaduna State Government calls on security agencies, education authorities, civil society organizations, and development partners to support the full implementation of this policy, ensuring that all schools in the state remain protected, resilient, and conducive for learning.

A safe school is a foundation for a strong society, and together, we will safeguard the future of education in Kaduna State.

2.5.1. The KSSVFS policy intends to ensure that school safety and security are on the top agenda of government at all levels in the State. The policy therefore proposes a zero-tolerance approach to any form of threats to the school environment including any forms of disaster, gangsterism, substance abuse, bullying, violence including gender-based violence and other hazards in and around schools, including attacks on schools due to conflicts and war. In the event of any occurrence(s) that makes schools unsafe or vulnerable, there must be appropriate support for the school users and community.

2.5.2. The Kaduna State SSVFS Policy, like its national counterpart, purposes to provide policy guidance and to set standards for the implementation of comprehensive school safety plans, prevention and response mechanisms at the state, local government and individual school levels. The policy amongst other things will contribute to the reduction of violence against children, early warning, Disaster Risk Reduction (DRR) and Disaster Risk Management (DRM) initiatives.

CHAPTER 3
LEGISLATIVE, INSTITUTIONAL AND STRUCTURAL FRAMEWORK

3. LEGISLATIVE, INSTITUTIONAL AND STRUCTURAL FRAMEWORK

3.1. ESTABLISHMENT OF KADUNA STATE MINISTRY OF EDUCATION AS COORDINATING BODY FOR SCHOOL SAFE, SECURED AND VIOLENCE-FREE SCHOOLS

3.1.1. THE KADUNA STATE MINISTRY OF EDUCATION (MOE)

3.1.1.1. Kaduna State Ministry of Education (MoE) was established as the primary coordinating body for schools and other infrastructure, education, learners, teachers and school community stakeholders in Kaduna State. In Kaduna State, the legal framework governing education is founded upon various laws and institutional structures, primarily led by the Kaduna State Ministry of Education (MoE). The MoE holds the overall responsibility for policy development, planning, and monitoring within the education sector, while also directly managing secondary schools. In addition, specialised ministries such as the Kaduna State Ministry of Business, Innovation and Technology (MBIT) and the State Ministry of Health (MoH) play crucial roles in overseeing science, technology, and health-related education. These responsibilities are decentralised across different governmental agencies and parastatals to ensure comprehensive management and delivery of education services.

3.1.2. LEGAL AND INSTITUTIONAL BASIS

3.1.2.1. This policy aligns with national and state laws, it takes due cognizance of the NSSVFS, Minimum Standard for Safe Schools, which provides tools for monitoring and ensuring compliance, the Child's Rights Act Law (2018), Kaduna State Violence Against Persons Law 2021, UBE Law (2004), SUBEB Law (2005), and the directives by the federal and Kaduna State-specific regulations on School Safety and management while localising the context and creating an umbrella framework.

Furthermore, the Kaduna Universal Basic Education Law aims to provide compulsory, free universal basic education for every child of primary and junior secondary school age in the state.

The UBE Law of 2004 outlines the responsibilities of the state. The governance of the education sector also includes bodies such as the Kaduna State Schools Quality Assurance Authority (KSSQAA) for quality assurance and the Teacher Service Board (TSB) for staffing and recruitment at the secondary level.

3.1.2.2. **GUIDING PRINCIPLES**: The KSSSVFS policy is built on foundational principles that prioritise the well-being and security of learners while fostering a collaborative and proactive approach to addressing school safety. The following are the guiding principles upon which the policy is based, and they are essential for creating a safe and conducive learning environment where learners can thrive and succeed:

a. **Respect for human rights**: The human rights of all shall always be respected, including in periods of disaster, conflict or emergency. Human rights are a universal norm recognised for the protection of all.

b. **Child-Centred Approach:** The safety and well-being of learners are central to this policy. With children spending much of their formative years in school, it is crucial to provide a secure environment for their growth and development. This policy prioritizes protecting learners from all forms of violence, including abuse, corporal punishment, and insurgent attacks, ensuring that every child in Kaduna State can learn in a safe and supportive setting for a brighter future.

c. **Inclusivity:** All children regardless of their sex, background, religion, physical or intellectual ability should have equal access to education and be included in initiatives relating to protection and safety.

d. **Proactiveness:** Emphasising preventive measures and

preparedness is key to mitigating risks and ensuring the safety of schools. This policy advocates for proactive strategies to address potential threats before they escalate. From risk assessments to regular safety drills and the implementation of security protocols, the policy focuses on being prepared to handle various safety challenges. By taking precautionary measures, schools can reduce risks and create a safer learning environment for learners.

3.1.2.3. ALIGNMENT WITH NATIONAL AND INTERNATIONAL FRAMEWORKS: The Kaduna State Government through the Ministry of Education is aligned with **National Safety, Security, and Violence-Free Schools (NSSVFS) Policy (2022**) and the **Minimum Standards for Safe Schools (MSSS)**, the **Safe Schools Declaration (SSD**) and the Sustainable Development Goals (SDGs), particularly **SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions).**

3.1.2.4. MINIMUM STANDARDS FOR SAFE SCHOOLS: The Federal Government of Nigeria has proposed Minimum Standards for Safe School (MSSS) representing six basic conditions that schools must meet to safeguard learners' well-being. These include:

a. Strong School System, including strong leadership, capacity and mechanisms to prevent and mitigate effects of abuse, violence, conflict, and natural and everyday hazards.
b. Prevention of violence against children in schools, on the way to schools and other learning centres.
c. Availability of early warning systems and managing the effect of natural hazards.
d. Awareness of security risks and adoption of pro-active methods to ensure the safety of learners and learning institutions during conflict.
e. Ensuring appropriate safe school infrastructures including WASH facilities, that cater to all learners, particularly girls, and learners with disability.
f. Prevention and protection from everyday hazards.

Section 1

**KADUNA STATE
POLICY ON SAFETY,
SECURITY AND
VIOLENCE-FREE SCHOOLS-**
FOCUS AREAS FOR POLICY IMPLEMENTATION

**MULTI-SECTORAL STRUCTURE,
KADUNA MSSS FRAMEWORK, KEY
PILLARS OPERATIONALIZING THE
POLICY & MULTI-LEVEL SAFETY
PROTOCOLS**

CHAPTER 4
KADUNA STATE MULTI-SECTORAL STAKEHOLDERS' FRAMEWORK

4. KADUNA STATE MULTI-SECTORAL STAKEHOLDERS' FRAMEWORK FOR SCHOOL SAFE, SECURED AND VIOLENCE-FREE SCHOOLS

4.1. Ensuring safe, secure, and violence-free schools in Kaduna State requires a coordinated, multi-sectoral approach involving government agencies, local authorities, school administrators, security agencies, development partners, civil society organizations, and the private sector. The effective coordination of government institutions, local councils, and school-based management systems is crucial for the successful implementation of the Kaduna State Safety, Security, and Violence-Free Schools Policy (KSSVFS).

4.2. By implementing clear roles, strengthening institutional coordination, and ensuring sustainable financing, Kaduna State aims to build a safe, secure, and resilient education system that guarantees every child's right to learn without fear. This component outlines the key institutional roles and commitments in implementing the Kaduna State Safety, Security, and Violence-Free Schools Policy (KSSVFS).

1	State Ministry of Education (MoE)
As the primary regulatory body for education in Kaduna State, the Ministry of Education is responsible for policy implementation, oversight, and coordination of school safety initiatives. The Ministry shall:	
a.	Ensure school security by implementing safety regulations, safeguarding policies, and emergency response frameworks in all public and private schools.
b.	Oversee infrastructure improvements, ensuring that new and existing schools meet disaster-resilient and accessibility standards.
c.	Integrate disaster risk reduction (DRR) and child safeguarding into teacher training curricula, ensuring educators are equipped to identify, prevent, and respond to threats.

d.	Allocate resources for school safety programs, including security personnel, monitoring systems, and emergency response mechanisms.
e.	Collaborate with local government councils, security agencies, and community stakeholders to strengthen the enforcement of safety and security measures in schools.
f.	To support effective implementation, a Safe Schools Desk Officer will be assigned within the Ministry of Education to liaise with federal and state institutions on school safety matters.
g.	Actively engage with SBMCs/CBMCs & PTAs, SSSRTs, Head Teachers, Designated Safeguarding Leads and Security Agencies in seeking collaboration and technical solutions for promoting safe, secure and violence-free schools.

2	**Ministry for Internal Security and Home Affairs** **Kaduna State Peace Commission**
The Ministry for Internal Security and Home Affairs & Kaduna State Peace Commission plays a crucial role in preventing and addressing security threats affecting schools. They shall:	
a	Deploy and coordinate security personnel in schools, particularly in high-risk areas.
b	Monitor and evaluate school security threats, working with intelligence agencies to prevent attacks.
c	Ensure safety and security standards are operational in transitional schools, learning centres, and displaced persons' camps.
d	Facilitate training on early warning systems, community-based conflict resolution, and school safety management.

3	**Ministry of Human Services and Social Development**
	The Ministry of Human Services and Social Development is responsible for protecting girls, children, and vulnerable learners from abuse, exploitation, and gender-based violence (GBV). The Ministry shall:
a.	Lead initiatives that promote gender-sensitive school safety measures.
b.	Monitor and implement safeguarding policies, ensuring strict enforcement of child protection laws in schools.
c.	Train and support School Safety Focal Point Teachers (FPTs), Designated Safeguarding Leads (DSLs), and community-based safety committees.
d.	Strengthen referral systems to provide psychosocial support, legal assistance, and reintegration programs for survivors of school-related violence.

4	**State Emergency Management Agency (KADSEMA)**
	As the leading agency in disaster management and emergency preparedness, KADSEMA shall:
a.	Develop and implement emergency response protocols for schools, ensuring timely intervention during disasters and crises
b.	Train school administrators and teachers on risk management, emergency evacuation procedures, and trauma response.
c.	Provide technical support to integrate disaster risk reduction (DRR) into the education system.
d.	Establish a contingency fund to support schools affected by disasters and violent attacks.

5	**Local Government Education Authorities (LGEAs)**
	Local Governments play a critical role in ensuring school safety at the grassroots level. The Local Government Education Authorities (LGEAs) shall:
a.	Work with state and federal education authorities to enforce safety standards and certify school buildings for structural integrity.
b.	Coordinate with security agencies to protect schools from violence and attacks.
c.	Ensure local health authorities provide emergency medical and first-aid support in schools.
d.	Oversee community involvement in school safety programs, including advocacy and training for parents and teachers

.

6	**School-Based Management Committees (SBMCs) & Parent-Teacher Associations (PTAs)**
	School-Based Management Committees (SBMCs) and PTAs serve as critical stakeholders in local school security initiatives. They shall:
a.	Advocate for safer school environments, working closely with local councils, security agencies, and education authorities.
b.	Lead school-based safety awareness campaigns, engaging parents, teachers, and learners in conflict resolution, early warning systems, and child protection strategies.
c.	Assist in monitoring and reporting school safety violations, ensuring accountability in school governance and management.

7	**Security Agencies (Nigerian Police Force, NSCDC, Military, Vigilante Groups)**
Security agencies play a crucial role in protecting schools from external threats. They shall:	
a.	Deploy security personnel to vulnerable schools, particularly in areas affected by insurgency, banditry, and communal violence.
b.	Establish School Security Hotlines for rapid reporting of threats.
c.	Conduct regular security assessments to identify vulnerabilities and mitigate risks.
d.	Train school administrators, teachers, and learners on emergency response, hostage situations, and active shooter drills.
e.	Investigate and prosecute individuals responsible for violence against learners and school personnel.

8	**School Administrators (SUBEB/KSSQAA)**
School administrators under SUBEB (State Universal Basic Education Board) and KSSQAA (Kaduna State School Quality Assurance Agency) shall:	
a.	Incorporate school safety policies into School Development Plans, ensuring schools comply with security regulations.
b.	Regularly assess safety risks in schools, including structural integrity, fire hazards, and access control measures.
c.	Provide continuous professional development for teachers and school staff on child protection, emergency response, and conflict-sensitive education.
d.	Ensure active participation of students in school safety programs.

9	**Learners (Students)**
	Students play a key role in ensuring their own safety and that of their peers. Their responsibilities include:
a.	Actively participating in school safety programs, emergency drills, and awareness campaigns.
b.	Reporting incidents of violence, bullying, and abuse to designated school authorities.
c.	Encouraging a culture of non-violence, tolerance, and conflict resolution within the school community.

10	**Citizens' Groups & Accountability Forums (KADBEAM, CSOs, NGOs)**
	Community-based organizations, including Kaduna Basic Education Accountability Mechanism (KADBEAM), civil society groups, and NGOs, shall:
a.	Advocate for school safety reforms and increased government accountability in ensuring secure learning environments.
b.	Train and empower school safety focal points, PTAs, and student leaders in school security strategies.
c.	Support public awareness campaigns on violence prevention, disaster preparedness, and safe learning spaces.

11	**Private Sector & Development Partners**
The private sector and international development partners have a vital role in funding and supporting school safety initiatives. They shall:	
a.	Provide financial and technical assistance for safe school infrastructure, digital security systems, and emergency response mechanisms.
b.	Support the establishment of school-based technology-driven security solutions, including early warning systems and CCTV surveillance.
c.	Collaborate with government agencies to develop innovative policies on disaster risk reduction and education security.

12	**The Media**
The media plays a **critical role in awareness creation, public advocacy, and information dissemination**. The media shall:	
a.	Report on school safety issues, highlighting security gaps and government interventions.
b.	Raise awareness on child safeguarding policies, gender-based violence, and the importance of safe learning environments.
c.	Monitor and hold institutions accountable for school safety violations.

CHAPTER 5
IMPLEMENTING KADUNA STATE MSSS FRAMEWORK

5. KADUNA STATE MSSS FRAMEWORK

5.1. KADUNA STATE'S MSSS SCORECARD

5.1.1. A comprehensive survey conducted in mid-2023, supported by UNICEF, assessed the implementation of MSSS across various states, including Kaduna. This research revealed glaring gaps in Kaduna's implementation of the minimum standards. These standards, designed to protect and promote the well-being of learners in school environments, highlight the urgent need for comprehensive and sustained interventions.

5.1.2. The findings indicated that Kaduna's performance was considerably below the national average. While the national average implementation score for MSSS stood at 41%, Kaduna lagged with a score of only 25%. By the end of the year, this figure saw a marginal improvement to 42%, but overall progress remained insufficient. Out of 21 MSSS standards, Kaduna State met only five, underscoring the state's failure to provide the necessary conditions for a safe and secure learning environment.

5.1.3. Although national and state-level policies exist to safeguard schools and address violence against children, their implementation has been inconsistent. The absence of a strong monitoring and evaluation framework has resulted in gaps in enforcing safety standards, leaving many schools vulnerable. This component outlines the institutional commitments and responsibilities necessary for policy execution, emphasizing synergy among key actors, efficient resource allocation, compliance with regulatory standards, and active stakeholder engagement in school safety and security within the context of the School Referral Pathway - a structured mechanism for safeguarding learners and reporting cases of sexual and gender-based violence.

5.2. KADUNA STATE MINIMUM STANDARDS FOR SAFE SCHOOLS (MSSS-KD)

5.2.1. The Kaduna State Minimum Standards for Safe Schools (MSSS-KD) provides a structured framework to ensure that all public and private schools across the state adhere to safety, security, and child protection measures. These standards align with the Federal Government's Minimum Standards for Safe Schools (MSSS), the National Safe Schools Policy (NSSP, 2022), and the Safe Schools Declaration (SSD) while addressing the specific safety and security challenges faced by schools in Kaduna State.

5.2.2. The MSSS-KD is based on six core safety pillars that every school must comply with to ensure a secure, inclusive, and resilient learning environment.

5.2.2.1. Strong School Governance and Security Systems

Kaduna State Schools must have clear leadership structures, operational policies, and enforcement mechanisms to prevent and respond to risks affecting school safety.

MSSS-KD Policy Implementation Guidelines:
1. Establish a School Safety and Security Committee (SSSC) comprising school administrators, security personnel, teachers, parents, and community representatives.
2. Develop and implement a School Emergency Preparedness Plan (SEPP) for responding to security threats, natural disasters, and health emergencies.
3. Conduct regular safety audits, risk assessments, and emergency drills to enhance preparedness.
4. Implement strict access control measures, including functional gates, visitor logbooks, and security screening at school entrances.
5. Assign a trained Designated Safeguarding Lead (DSL) responsible for handling child protection cases and coordinating with relevant agencies.

5.2.2.2. Prevention of Violence Against Children (VAC) in Schools

All schools in Kaduna State must provide a violence-free environment and implement the State's policies that protect students from abuse, harassment, and bullying.

MSSS-KD Policy Implementation Guidelines:

1. Enforce a zero-tolerance policy against bullying, corporal punishment, sexual harassment, and gender-based violence (GBV).
2. Establish safe and confidential reporting mechanisms for students and staff to report incidents of violence or abuse.
3. Integrate safeguarding policies into school rules, ensuring all school personnel are trained on their roles in violence prevention and child protection.
4. Schools must liaise with security agencies and local child protection services to ensure swift intervention in cases of abuse.
5. Implement school-based referral pathways (Annex 1) to support learners who have experienced violence or abuse.

5.2.2.3. School Disaster Risk Management and Emergency Preparedness

Kaduna State schools must adopt a Disaster Risk Reduction (DRR) approach to mitigate risks associated with natural and man-made hazards.

MSSS-KD Policy Implementation Guidelines:

1. Establish a School Disaster Risk Management (SDRM) Committee responsible for developing school safety and emergency response plans.
2. Conduct annual risk assessments to identify hazards such as floods, fire outbreaks, structural weaknesses, and security threats.
3. Ensure all schools have first-aid kits, fire extinguishers, functional alarms, and clear evacuation routes.
4. Implement routine safety drills (fire, lockdown, and evacuation exercises) to prepare students and staff for emergencies.
5. Collaborate with the Kaduna State Emergency Management Agency (SEMA) and security agencies to ensure a coordinated response to school emergencies.

5.2.2.4. Security Awareness and Conflict-Sensitive Education

Kaduna Schools must promote a security-conscious culture among students and teachers through training, awareness programs, and integration of safety topics into the curriculum.

MSSS-KD Policy Implementation Guidelines:
1. Integrate conflict-sensitive education and safety awareness programs into the school curriculum.
2. Train teachers and school staff on early warning detection, de-escalation techniques, and emergency response strategies.
3. Conduct awareness campaigns on safe school practices, child safeguarding, and conflict resolution for learners, parents, and community members.
4. Implement counselling and psychosocial support programs for learners affected by violence, displacement, or traumatic incidents.
5. Schools must coordinate with security agencies to ensure timely intelligence sharing and proactive security measures.

5.2.2.5. Safe and Inclusive School Infrastructure

All school buildings in Kaduna State must meet structural integrity standards and provide a safe, accessible, and gender-sensitive environment for all learners.

MSSS-KD Policy Implementation Guidelines:
1. All schools must have secure perimeter fencing and functional gates to prevent unauthorized access.
2. Classrooms, hostels, and school facilities must be disaster-resilient and structurally sound, complying with the National Building Code.
3. Schools must provide separate, well-maintained toilets for boys, girls, and students with disabilities, ensuring access to safe Water, Sanitation, and Hygiene (WASH) facilities.
4. Ensure adequate lighting, ventilation, and accessibility measures for students with disabilities, including ramps and handrails.
5. Install functional CCTV cameras in strategic locations, particularly in boarding schools and high-risk areas.

5.2.2.6. Protection from Everyday Hazards and Health Risks

Kaduna State Schools must implement measures to prevent hazards that pose risks to students' health and safety.

MSSS-KD Policy Implementation Guidelines:

1. Ensure safe drinking water and regular sanitation practices in all schools to prevent disease outbreaks.

2. Implement school feeding safety guidelines, ensuring that only certified food vendors operate within school premises.

3. Prohibit the sale and use of drugs, alcohol, and weapons in schools.

4. Establish safe transportation policies, ensuring learner-friendly road crossings and speed limits near schools.

5. Conduct regular school health screenings and provide access to primary healthcare and emergency first aid.

5.2.3. IMPLEMENTATION AND COMPLIANCE MECHANISMS

5.2.3.1. To enforce the MSSS-KD, the Kaduna State Government shall:

1. Mandate compliance as a condition for school registration, accreditation, and funding.

2. Conduct periodic inspections through the Kaduna State School Quality Assurance Authority (KSSQAA) to ensure adherence to standards.

3. Conduct continuous training and capacity-building initiatives will be provided for school staff, learners, SBMC, and community members to ensure that they are well-equipped to implement and uphold the safety standards.

4. Impose sanctions on schools that fail to meet safety requirements, including revocation of licenses for non-compliance.

5. Strengthen inter-agency collaboration between the Ministry of Education, KADSEMA, Security Agencies, Local

Governments, and Development partners to monitor and sustain school safety programs. This collaboration will include sharing intelligence, conducting joint drills, and ensuring a rapid response in the event of an emergency.

6. Involve local communities in school safety efforts. This includes integrating community-based protection mechanisms and ensuring that community members are active participants in school safety planning and implementation.

5.3. KADUNA STATE'S MULTI-SECTORAL COMMITMENTS TO MSSS-KD FRAMEWORK

5.3.1. State -Level Commitments

The Kaduna State Government, through its Ministry of Education and relevant agencies, plays a central role in policy execution, regulatory enforcement, and resource mobilization to ensure that all schools comply with national and international safety standards. The Kaduna State Government is committed to ensuring that all schools operate in a safe, secure, and non-violent environment. To achieve this, the state shall:

SN	COMMITMENTS	ACTIONS
1	**Enhance Institutional Coordination and Policy Implementation**	Strengthen inter-agency collaboration among relevant state institutions to promote school safety, security, and violence prevention.
		Align state-level interventions with federal and local government efforts to ensure a coordinated emergency preparedness and response system.
2	**Strengthen Emergency Preparedness and Response Mechanisms**	Establish clear roles and responsibilities for key stakeholders to enhance disaster and emergency response readiness in schools.
		Ensure the Ministry of Education appoints designated safety officers to be part of school safety and security committees for effective crisis management.

SN	COMMITMENTS	ACTIONS
3	**Promote Safeguarding, Security Awareness, and Community Engagement**	Develop and implement awareness programs for learners, teachers, parents, and community members on child safeguarding, school security, and safety responsibilities.
		Ensure the functional school referral pathway mechanism is fully implemented to facilitate timely reporting and response to safeguarding incidents.
4	**Ensure Safe and Resilient School Infrastructure**	Mandate urban and regional planning agencies to certify only school buildings that meet resilience, safety, and structural integrity requirements.
		Direct the Ministry of Education to establish and enforce minimum safeguarding, security, and safety criteria for all schools.
5	**Strengthen Regulatory Oversight and Compliance Monitoring**	Ensure that school licensing and accreditation are contingent upon meeting safety, security, and safeguarding standards.
		Link school funding and resource allocation to adherence to state safety and security regulations, with strict monitoring of compliance.
	Enhance Child Protection and Gender-Based Violence Prevention	Strengthen the Ministry of Human Welfare and Social Development to lead efforts in protecting learners from abuse, sexual and gender-based violence (SGBV), and other forms of exploitation.
Kaduna State Government, through these commitments aims to institutionalize safety, security, and violence prevention in all schools, ensuring that every learner has access to education in a protected and supportive environment.		

5.3.2. Local Government Commitments

The Local Government Councils (LGCs) in Kaduna State play a crucial role in ensuring safe, secure, and violence-free learning environments at the community level. To fulfill this responsibility, the LGCs shall:

SN	COMMITMENTS	ACTIONS
1	**Enhance Collaboration with State and Federal Authorities**	Align local government school safety initiatives with the State and Federal Ministries of Education, ensuring full participation in decision-making on school security and disaster preparedness.
		Appoint designated officials to actively participate in School Safety and Security Committees at the local level and implement safety measures in accordance with the law and constitutional provisions.
2	**Improve Safety in and around Schools:**	Appoint qualified local council officials to actively participate in school safety and security committees, ensuring they fulfill their legally mandated roles and responsibilities in promoting and enhancing school safety in accordance with constitutional provisions.
		Implement traffic control measures, including speed breakers and signage near schools, to reduce road accidents and ensure the safety of schoolchildren.
3	**Ensure Safe and Hygienic School Nutrition**	Enforce strict food safety regulations by ensuring that only certified vendors sell food and drinks in schools, preventing contamination and disease outbreaks.
		Conduct routine inspections of school meal programs to guarantee compliance with health and hygiene standards.

SN	COMMITMENTS	ACTIONS
4	**Strengthen Health and Emergency Preparedness in Schools**	Work with health authorities to ensure that every school has access to emergency healthcare and first aid facilities.
		Support the establishment of school-based primary healthcare services, particularly in rural and underserved areas.
5	**Develop and Implement School Safety Protocols**	Assign local council officials to develop and enforce Standard Operating Protocols (SOPs) for school safety and security.
		Ensure that school safety strategies include clear implementation guidelines, with continuous monitoring and evaluation to assess effectiveness.
Local Government Councils (LGCs) in Kaduna State will contribute to creating safer school environments, reducing risks, and enhancing the overall well-being of learners and school communities through these commitments		

5.3.3. School-Level Commitments

To ensure a safe, secure, and violence-free learning environment, all schools in Kaduna State shall adopt the following commitments:

SN	COMMITMENTS	ACTIONS
1	**Establishment of School Safety, Security, and Response Teams (SSSRTs)**	Every school must establish a School Safety, Security, and Response Team (SSSRT) composed of school administrators, teachers, learners, parents, and community representatives.
		The SSSRT shall: Implement and enforce school safety measures. Conduct regular safety audits to identify and address risks. Collaborate with local security agencies, child protection services, and emergency response teams.

SN	COMMITMENTS	ACTIONS
		Schools must provide continuous training for the SSSRT to ensure it can effectively fulfill its responsibilities.
2	**Appointment of Key Safety and Security Personnel**	**Designation of a School Safety Focal Point Teacher (FPT):** a. Each school shall appoint a trained Focal Point Teacher responsible for implementing safety policies and ensuring compliance with security protocols. b. The FPT shall act as the primary point of contact for all school safety concerns.

		Designation of a Designated Safeguarding Lead (DSL):
		
		a. Every school must appoint a Designated Safeguarding Lead (DSL) responsible for overseeing child protection measures.
		
		b. The DSL shall:
		   i. Serve as the first point of contact for safeguarding concerns.
		   ii. Ensure timely documentation and reporting of safeguarding incidents using the approved referral pathway.
		   iii. Oversee the referral and support process for learners at risk of abuse, violence, or neglect.

3	**Implementation of Access Control and Security Measures**	Schools shall enforce strict access control measures to prevent unauthorized entry, including:
		   a. Securing all entry and exit points with controlled access procedures.
		   b. Screening visitors and maintaining visitor logs for accountability.
		   c. Deploying security personnel to monitor and respond to threats.

SN	COMMITMENTS	ACTIONS
		Schools must maintain a Weapons, Drugs, and Alcohol-Free Environment by: a. Prohibiting the possession and use of weapons, illicit substances, or alcohol on school premises. b. Conducting routine security checks to ensure a safe learning environment. c. Implementing drug testing protocols where necessary, following legal procedures.
4	**Prevention of Violence, Bullying, and Abuse**	Schools shall develop and implement a zero-tolerance policy for bullying, harassment, abuse, and violence against learners and staff.
		Mandatory violence prevention and response programs shall include: a. Conflict resolution training for learners and teachers. b. Positive discipline approaches to replace corporal punishment. c. Awareness programs on violence prevention for the entire school community.
		Schools shall establish mandatory reporting structures for all cases of violence and abuse, ensuring: a. Strict adherence to the state-approved referral pathways for reporting and handling cases. b. Timely intervention and disciplinary measures for perpetrators of violence. c. Close collaboration with child protection services and law enforcement to address serious cases.

SN	COMMITMENTS	ACTIONS
5	**Emergency Preparedness and Response**	Schools must develop and maintain a comprehensive emergency preparedness plan based on continuous risk assessments.
		Schools shall: a. Maintain updated emergency contact lists for security agencies, fire services, hospitals, and ambulance services. b. Provide first aid kits in strategic locations and train staff in first aid and emergency response procedures. c. Conduct regular emergency drills, including fire drills, evacuation exercises, and lockdown procedures.
6	**Strengthening School Infrastructure for Safety and Security**	Schools shall ensure the structural integrity and safety of school buildings by: a. Constructing or retrofitting buildings to meet disaster-resilient safety standards. b. Conducting routine safety inspections and addressing identified risks. c. Relocating or supporting schools in high-risk areas to mitigate security threats.
		Non-Structural Safety Measures shall include: a. Securing school furniture, electrical systems, and hazardous materials. b. Ensuring clear, unobstructed evacuation routes in corridors and staircases. c. Managing traffic flow around school premises to prevent road accidents.

SN	COMMITMENTS	ACTIONS
7	**Support Systems for Victims of Violence and Abuse**	Schools shall establish structured support services for learners affected by violence, abuse, or trauma.
		Support mechanisms shall include: a. Access to professional counselling and psychosocial support services. b. Remedial learning opportunities for affected learners. c. Referral pathways connecting victims to child protection, medical, and law enforcement services.
Schools in Kaduna State will foster a safe, inclusive, and resilient learning environment, ensuring that all learners can thrive without fear of violence or insecurity through these commitments		

CHAPTER 6
KEY PILLARS AND PATHWAYS OPERATIONALIZING THIS POLICY

6. KEY PILLARS AND PATHWAYS OPERATIONALIZING THE KADUNA STATE POLICY ON SAFETY, SECURITY AND VIOLENCE-FREE SCHOOLS

6.1. KEY PILLARS OPERATIONALIZING THE POLICY

This Kaduna State Policy, modelled after Nigeria's National Safe Schools Policy (NSSP, 2022), the Minimum Standards for Safe Schools (MSSS), and the Safe Schools Declaration (SSD), is built on four critical pillars:

Pillar 1	Safe Learning Facilities
Pillar 2	Prevention and Response to Violence Against Children (VAC) in Schools
Pillar 3	School Disaster Management
Pillar 4	Risk and Resilience Education

6.1.1. PILLAR 1

PILLAR 1: SAFE LEARNING FACILITIES	
This pillar focuses on ensuring that school infrastructure is resilient to physical, environmental, and human-induced hazards. Many schools in Kaduna are vulnerable to floods, fire outbreaks, windstorms, and other disasters, which compromise safety and disrupt education. Under this pillar, the policy aims to:	
A	Upgrade school infrastructure to meet minimum safety standards, ensuring earthquake-resistant, flood-proof, and fire-safe buildings.
B	Install essential safety features, including perimeter fencing, security gates, fire extinguishers, emergency exits, and first-aid stations.
C	Strengthen school maintenance programs to ensure that classrooms, dormitories, and other school facilities remain in good condition.
D	Conduct regular structural assessments to identify and address safety hazards before they lead to incidents.

6.1.2. PILLAR 2

	PILLAR 2: PREVENTION AND RESPONSE TO VIOLENCE AGAINST CHILDREN (VAC) IN SCHOOLS
	Ensuring the safety, dignity, and protection of learners is a top priority. Violence against children (VAC) in schools takes many forms, including physical abuse, sexual exploitation, corporal punishment, bullying, and gender-based violence (GBV). This pillar focuses on:
A	Institutionalize child safeguarding policies within the school system to protect learners from all forms of violence, exploitation, and abuse.
B	Establish child-friendly reporting mechanisms to allow students to safely report incidents of abuse without fear of retaliation.
C	Train teachers, school personnel, and students on child protection, early detection of abuse, and intervention strategies.
D	Strengthen disciplinary measures against offenders to prevent impunity and ensure accountability for violence against learners.
E	Foster a culture of positive discipline, replacing corporal punishment with constructive behavioural management techniques.

6.1.3. PILLAR 3

	PILLAR 3: SCHOOL DISASTER MANAGEMENT
	Disaster preparedness is essential to protect schools from crises and ensure rapid response when emergencies occur. This pillar focuses on:
A	Develop school disaster management plans that address specific risks identified through comprehensive risk assessments.
B	Establish School-Based Emergency Response Committees, responsible for coordinating safety measures, responding to incidents, and liaising with emergency services.

PILLAR 3: SCHOOL DISASTER MANAGEMENT	
Disaster preparedness is essential to protect schools from crises and ensure rapid response when emergencies occur. This pillar focuses on:	
C	Conduct routine safety drills, including fire drills, flood evacuation exercises, and lockdown procedures, to ensure that students and staff know how to respond in emergencies.
D	Integrate crisis response into school operations, ensuring that schools have emergency communication systems, evacuation routes, and contingency plans.
E	Provide psychological first aid and trauma support for students and teachers affected by disasters or violent incidents.

6.1.4. PILLAR 4

PILLAR 4: RISK AND RESILIENCE EDUCATION	
Risk awareness and resilience-building are critical to fostering a culture of safety among learners, teachers, and communities. This pillar aims to:	
A	Integrate risk education into the curriculum, ensuring that students understand hazards, safety protocols, and emergency response measures.
B	Promote early warning systems in schools and communities, ensuring that learners and school personnel can respond effectively to potential threats.
C	Encourage schools to engage in climate resilience programs, teaching students how to adapt to and mitigate the impacts of environmental hazards.
D	Strengthen school-community partnerships in risk reduction, ensuring that parents, local leaders, and school authorities work together to create safer learning environments.
E	Develop peer-led safety initiatives, where students become champions of school safety and resilience-building programs.

CHAPTER 7
SCHOOL SAFETY, SECURITY, INFRASTRUCTURE AND PREPAREDNESS PROTOCOLS

7. SCHOOL SAFETY, SECURITY AND INFRASTRUCTURE PROTOCOLS

Schools must conduct regular risk assessments to identify potential security threats. Every School must possess and enforce protocols for responding to various threats, including intrusions, abductions, and violent attacks. A minimum-security presence shall be established in schools including guards and surveillance systems. There shall be increased security measures in secondary schools, with specialised training for security personnel. Schools must comply with minimum standards for structural integrity, emergency preparedness, sanitation, and security to mitigate risks associated with environmental hazards, violent attacks, and public health concerns.[5]

1	School Infrastructure and Building Standards
School buildings must be structurally sound, disaster-resilient, and secure to protect learners and staff. The following standards apply to both existing and new school constructions:	
Structural Stability & Safety	Schools must ensure strong, weather-proof buildings that can withstand extreme weather conditions, communal conflicts, or armed attacks.
Evacuation Readiness	School buildings must have clear exit routes, emergency doors, and disability-accessible evacuation plans.
Ground-Floor Placement for Primary Schools	Younger learners in multi-story buildings should be housed on the ground floor to facilitate easier evacuation.
Adherence to the National Building Code	All new constructions must comply with the National Building Code, incorporating fire safety, earthquake resistance, and accessibility standards.
Ventilation & Lighting	Classrooms must have adequate natural lighting and ventilation to promote learner well-being and prevent respiratory issues.

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[5] UNICEF Guidelines on Safe Learning Environments

1	School Infrastructure and Building Standards
School buildings must be structurally sound, disaster-resilient, and secure to protect learners and staff. The following standards apply to both existing and new school constructions:	
Regular Safety Audits	Schools must conduct annual safety inspections to assess infrastructure integrity and implement corrective measures where needed.

2	Fencing and School Boundaries
The policy mandates that the state support the construction and maintenance of secure fencing or boundary walls around all schools in Kaduna State. The following standards apply to both existing and new school constructions:	
Mandatory Perimeter Fencing	Every school must be securely fenced to prevent unauthorized access and enhance security against intrusions.
Compliance with Safe School Standards	Schools must comply with the National Policy on Safe Schools, which mandates secure fencing for all institutions.
Height and Security Features	Boundary walls must be high enough to deter intrusions, with controlled access points for monitoring.

3	Playgrounds & Outdoor Spaces
Recognizing the importance of physical activity for children's development, the policy mandates that all schools in Kaduna State must have a playground with reasonable accommodation for girls and learners with disability within the school premises. The following standards apply to both existing and new school constructions:	
Mandatory Playground Provision	Schools must allocate dedicated play areas for learners, ensuring safe and inclusive recreation.
Regular Maintenance	Playgrounds must be free from hazards, with teachers and PE staff monitoring activities.
Emergency First Aid	Schools must stock first aid kits at playgrounds and train staff to handle injuries and medical emergencies.

4	Classroom Safety & Learning Environment
Classrooms must be maintained to ensure a clean, safe, and conducive learning environment for learners. The following standards apply to both existing and new school constructions:	
Mandatory Playground Provision	Schools must allocate dedicated play areas for learners, ensuring safe and inclusive recreation.
Regular Maintenance	Playgrounds must be free from hazards, with teachers and PE staff monitoring activities.
Emergency First Aid	Schools must stock first aid kits at playgrounds and train staff to handle injuries and medical emergencies.

5	Safe Drinking Water & Sanitation
The policy mandates that all schools in Kaduna State must always provide safe drinking water, with additional provisions during extreme weather conditions or natural disasters. The following standards apply to both existing and new school constructions:	
Guaranteed Access to Safe Water	Schools must provide safe, potable drinking water always, especially during extreme weather conditions.
Regular Water Quality Testing	Schools must conduct water testing to prevent contamination and waterborne diseases.

6	School Kitchens & School Feeding Programs (SFP)
For residential or boarding schools within the state, the kitchen and storeroom on the school grounds must be kept clean and hygienic. The following standards apply to both existing and new school constructions:	
Hygiene Standards	• Kitchens in boarding and public schools must be well-ventilated, pest-free, and regularly sanitized.

	• Kitchens must be inspected regularly to ensure that they meet the necessary standards, and staff should be trained in safe food handling practices
Drainage Systems	A functional drainage system must be installed and consistently maintained to prevent water accumulation and mosquito breeding
Meal Preparation Standards	• The preparation and serving of meals must follow strict hygiene protocols. • Schools must ensure that meals served to learners meet health and nutrition standards.
Mealtime Supervision	• Teachers and designated staff shall supervise mealtimes to ensure that all learners receive their meals safely and orderly. • First aid provisions should be available in case of emergencies during meal times.

7	Handwashing & Hygiene Facilities
**Hand hygiene is crucial for preventing the spread of disease. The policy mandates that all schools shall have adequate handwashing facilities. The following standards apply to both existing and new school constructions:**
Group Handwashing Stations	Schools must install handwashing points that allow groups of learners to wash hands before meals and after using the toilet.
Mandatory Hygiene Education	• Teachers must train learners on hygiene practices to prevent disease outbreaks. • Schools should use handwashing sessions as an opportunity to deliver hygiene-related messages to learners.

8	Toilets & Sanitation Facilities
The policy mandates that all schools in Kaduna State provide separate, gender-segregated and disability-friendly toilets for learners and staff. The following standards apply to both existing and new school constructions:	
Separate & Disability-Friendly Toilets	Schools must provide gender-segregated toilets with facilities for learners with disabilities.
Daily Maintenance & Water Supply	Toilets must be cleaned daily and have adequate running water and soap.
Menstrual Hygiene Management	Secondary schools must provide free sanitary pads, changing rooms and sanitary pad disposal systems for girls.
Sanitation and Hygiene	Schools shall have a consistent supply of disinfectants and cleaning materials, which shall be stored safely out of children's reach.

9	Electrical Safety & Power Installations
Electrical safety is a priority in schools with power connections for computer usage and other equipment. The following standards apply to both existing and new school constructions:	
Regular Inspections	Schools must inspect wiring and electrical systems/points to prevent fire hazards.
Secure Power Access	Only authorized personnel should handle electrical equipment.
Tree Trimming & Hazard Prevention	Schools must ensure trees do not obstruct power lines and install warning signs for high-voltage areas.

10	Inclusive & Barrier-Free Access for Differently Abled Learners
Inclusive education is a key objective of this policy, and schools must ensure accessibility for differently abled learners. The following standards apply to both existing and new school constructions:	
Wheelchair Accessibility	Schools must have ramps, wider doors, and obstacle-free pathways to facilitate access for wheel chair users
Inclusive Outdoor Facilities	Playgrounds and Shaped spaces must be designed to accommodate all learners, ensuring that differently abled learners can participate in outdoor and indoor activities

11	School Security Measures & Surveillance
Security gadgets and equipment must be installed in all schools. The following standards apply to both existing and new school constructions:	
Wheelchair Accessibility	CCTV Installation: Schools must install CCTV cameras at key locations, including gates, hallways, and playgrounds.
Inclusive Outdoor Facilities	Alarms & Emergency Communication Systems: Schools must be equipped with alarm systems and emergency hotlines for quick responses,

12	Emergency Preparedness & Disaster Management
All schools must have muster points. The following standards apply to both existing and new school constructions:	
Muster Points & Evacuation Plans	Schools must designate safe assembly points and conduct emergency evacuation drills.
First Aid & Emergency Response Training	Staff and learners must be trained in basic first aid, fire safety, and crisis response.
Fire Safety Equipment	Schools must install fire extinguishers and emergency exit routes in all buildings.

13	Security Training for Staff & Learners
All schools must engage in security training programs, seminars and drills. The following standards apply to both existing and new schools:	
Regular Security Training	**Schools must** train staff and learners on security awareness**, including** how to identify and report suspicious activities**.**
Active Shooter & Threat Response Protocols	**Schools must** develop response plans for armed intrusions or security breaches**.**

CHAPTER 8
LEARNERS SAFETY PROTOCOLS

8. LEARNERS SAFETY PROTOCOLS

8.1. Ensuring the safety and well-being of learners in Kaduna State schools is a priority. These Learners' Safety Protocols provide a structured approach to protecting students from violence, abuse, bullying, harassment, and other threats, both within and outside the school environment.

8.2. SAFE & SUPPORTIVE LEARNING ENVIRONMENT

a. Learners must be encouraged to express themselves freely without fear of retribution or discrimination.

b. No learner shall be subjected to mistreatment, harsh punishment, or unfair treatment.

c. Schools must uphold the rights of every learner, ensuring that they are not coerced into fulfilling the personal interests of teachers, peers, or other individuals.

d. Corporal punishment is strictly prohibited, and alternative positive discipline methods must be adopted.

e. Schools must enforce a zero-tolerance policy on all forms of discrimination, including gender, disability, ethnicity, and socio-economic status.

8.3. BULLYING, INTIMIDATION & SOCIAL EXCLUSION PREVENTION

8.3.1. Bullying and intimidation severely affect students' emotional and psychological well-being. Schools must actively monitor, report, and intervene in bullying cases while educating students on empathy, respect, and conflict resolution. Schools must implement strict anti-bullying measures to protect learners from:

8.3.2. Verbal Harassment:

a. Name-calling, insults, and hurtful remarks.

b. Sexual innuendos or inappropriate jokes.

c. Threats, intimidation, and humiliation.

8.3.3. Social Harassment:

a. Exclusion from peer groups and activities.

b. Spreading false rumours or online defamation (cyberbullying).

c. Public humiliation, mocking, or body shaming.

8.3.4. Physical Oppression:

a. Physical assault, hitting, kicking, or pushing.

b. Spitting, destruction of personal property, or other forms of physical abuse.

c. Non-verbal aggression, such as menacing gestures or threats.

8.4. PROTECTION FROM VIOLENCE & ABUSE

8.4.1. Violence in schools can take many forms, including physical assault, sexual violence, cyberbullying, and exploitation. Schools must implement:

a. Safeguarding policies that prohibit violence in any form.

b. Confidential reporting mechanisms where learners can report violence without fear of retaliation.

c. Training for teachers and staff to recognize and respond to signs of abuse or violent behaviour.

d. Parental and community involvement in preventing violence and supporting victims.

e. Incorporation of child protection and violence prevention education into the curriculum.

8.5. CYBERBULLYING PREVENTION & DIGITAL SAFETY

8.5.1. With the rise of online interactions, schools must implement digital safety measures:

a. Establish policies and guidelines on responsible social media and internet use.

b. Educate learners on the dangers of cyberbullying and how to report online harassment.

c. Schools must ensure that cyberbullying cases are swiftly addressed and that perpetrators are held accountable.

8.6. DRUG & SUBSTANCE ABUSE PREVENTION

8.6.1. To maintain a drug-free learning environment, schools must:

a. Implement drug awareness and prevention programs within the school curriculum.

b. Conduct non-invasive drug testing, with parental consent, when necessary.

c. Provide counselling and rehabilitation programs for students struggling with substance abuse.

d. Collaborate with health and social services agencies to ensure access to support services.

8.7. PREVENTION OF WEAPONS & DANGEROUS OBJECTS IN SCHOOLS

a. Schools must introduce strict screening measures to prevent weapons, including knives and firearms, from entering school premises.
b. Learners found in possession of dangerous objects must be subjected to disciplinary action and psychological evaluation where necessary.
c. Schools must work with security agencies to provide safety awareness and intervention programs.

8.8. SAFEGUARDING TEACHERS & STAFF

a. Schools must implement clear protocols for handling threats from parents, guardians, or external individuals toward teachers and staff.
b. Training on conflict resolution and de-escalation should be provided to school personnel.
c. Legal action must be taken against individuals who harass or threaten school staff.

8.9. EMERGENCY PREPAREDNESS & RESPONSE

a. Schools must establish clear emergency procedures for scenarios such as kidnappings, violent attacks, fire outbreaks, and natural disasters.
b. Emergency contact numbers must be prominently displayed, and all staff and learners must be aware of how to seek help.
c. Schools must conduct regular emergency drills, including fire drills, lockdown procedures, and evacuation exercises to prepare learners for crisis situations.
d. Schools should establish safe zones and muster points in case of emergency evacuations.

8.10. REFERRAL & REPORTING MECHANISMS FOR LEARNERS' SAFETY

a. Schools must implement a referral system that allows learners to report safety concerns to trusted adults.
b. Reporting mechanisms should be confidential, accessible, and supportive.
c. The referral pathway must accommodate learners with disabilities, ensuring that all students have equal access to protection services.

CHAPTER 9
KADUNA STATE SCHOOL SECURITY RAPID RESPONSE AND COORDINATION FRAMEWORK

9. DEVELOPMENT OF A KADUNA STATE SCHOOL SECURITY RAPID RESPONSE AND COORDINATION FRAMEWORK

9.1. Given the increasing vulnerabilities faced by schools in Kaduna State, establishing a School Security Rapid Response and Coordination System is essential to ensure swift and effective security measures. This framework is guided by the Safe Schools Declaration (SSD) and other national frameworks, with a structured approach to mitigating threats and responding to emergencies.

9.2. The State Ministry of Education (SMoE) will collaborate with security agencies, local governments, and school-based structures to strengthen protection mechanisms and promote resilience within school communities.

9.3. This School Security Rapid Response and Coordination System aims to create a safe, secure, and resilient learning environment for all learners in Kaduna State, ensuring continuity of education even in times of crisis.

9.3.1. **Key components of this system include:**

1. **State-Level School Security Response Centre**: A central hub responsible for coordinating school security efforts across Kaduna State, linking federal, state, and local resources for effective school protection.

2. **Local Government Area (LGA) School Security Response Centres**: These centres will serve as localized units for rapid response, ensuring immediate intervention during security threats. They will be fully equipped and supported by both state and federal resources.

3. **Capacity Building and Knowledge Management:** Training programs and resource-sharing initiatives will strengthen the ability of school administrators, teachers, and learners to handle security threats effectively.

4. **Emergency Preparedness Protocols**: Schools will develop comprehensive emergency response strategies, including evacuation drills, crisis communication plans, and first-aid readiness.

9.4. School User Resilience

9.4.1. A culture of preparedness is crucial in ensuring the safety of schools. The rapid response system will empower learners, teachers, and school administrators with the skills needed to prevent, respond to, and recover from security threats.

1. Security Awareness and Training: Schools will conduct regular security drills, emergency simulations, and risk assessment exercises. These trainings will equip school users with knowledge on handling security risks, disaster preparedness, and reporting mechanisms.

2. Increased Preparedness and Capacity-Building: All schools shall have standardized security policies and emergency response protocols. Learners, teachers, and non-teaching staff will undergo periodic training to ensure they can respond effectively to emergencies.

3. Safeguarding and Prevention of Violence Against Children: School communities will receive training on identifying and addressing gender-based violence (GBV), bullying, and harassment, ensuring that no learner is subjected to harm while at school.

9.5. Supporting Security Resilience in Host Communities

9.5.1. Recognizing that school security is closely tied to the safety of host communities, this framework includes strategies to increase community involvement in school security efforts.

1. Community Security Watch Programs: Local security teams, including traditional and religious leaders, will work closely with school security response teams to ensure a proactive approach to school safety.

2. Collaboration with Key Stakeholders: The system will strengthen partnerships between school communities, security agencies, parents, and local governments to ensure coordinated efforts in protecting learners.

3. Early Warning and Response Systems: Schools and communities will set up early warning mechanisms to track potential threats and enable quick intervention.

9.6. Reporting and Accountability Mechanisms

9.6.1. To ensure transparency and accountability, a structured monitoring and reporting framework will be implemented. This will include:

1. A Unified Reporting System: A centralized platform for reporting security incidents, enabling swift action by relevant authorities.

2. Regular Safety Audits and Compliance Reviews: Schools will be periodically assessed to ensure adherence to security policies and emergency response protocols.

3. Stakeholder Feedback Mechanisms: Learners, teachers, and community members will have access to platforms where they can provide security-related feedback and report violations.

CHAPTER 10
CAPACITY BUILDING AND COMMUNITY ENGAGEMENT FOR SCHOOL SAFETY

10. GENERAL TRAINING ON SAFETY AND SECURITY FOR LEARNERS, TEACHERS AND OTHER EDUCATION PERSONNEL

10.1. Building the capacity of learners, teachers, and education personnel is essential for the successful implementation of the Kaduna State Safety, Security, and Violence-Free Schools (KD-SSVFS) Policy. To sustain the policy's goals, continuous training and knowledge enhancement programs will be implemented. These programs will equip school users with the necessary skills to identify, mitigate, and respond to threats, ensuring full compliance with school safety protocols. The Kaduna State Ministry of Education (SMoE), in collaboration with security agencies, emergency management bodies, and education partners, will coordinate the training of learners, teachers, non-teaching staff, and other education personnel on the following key areas:

   a. Violence Against Children (VAC) and Safeguarding

   b. Emergency Preparedness and Response

   c. Disaster Risk Reduction (DRR)

   d. Types of Hazards and Early Warning Signals

   e. Mitigation Strategies for School Safety

   f. First Aid and Basic Life Support Procedures

10.2. To expand outreach and awareness, the State Government will integrate safety messaging into community activities, town hall meetings, sports events, and local media. These efforts will sensitize school communities, parents, and the broader public on the importance of school safety and their role in ensuring a secure learning environment. By integrating community involvement, strengthening security systems, and fostering resilience, this framework ensures a safe and supportive educational environment for learners and teachers across Kaduna State.

10.3. Establishing Support Systems for Learners and Teachers

10.3.1. To promote a safe and nurturing school environment, support systems will be institutionalized for both learners and teachers. These support structures will include:

1. Peer Counselling Programs to promote peer support and early intervention for learners facing safety concerns.

2. Teacher-Student Mentorship Programs to foster a sense of security, guidance, and responsibility among educators and learners.

3. Psychosocial Support Mechanisms for victims of violence, ensuring access to counselling, trauma healing, and mental health services.

4. Training of School Personnel on safeguarding policies, ensuring a structured approach to handling safety-related concerns.

10.4. Establishing a School-Based Counselling Framework

10.4.1. A standardized counselling framework will be integrated into the education system, ensuring that trained professionals are available in schools to provide mental health support, safeguarding services, and violence prevention interventions.

10.4.2. Key Features of the Framework:

1. Deployment of Trained Counsellors across public and private schools to provide emotional and psychological support for learners.

2. Integration of Mental Health Education into the school curriculum to build awareness and resilience among learners.

3. Gender-Sensitive Counselling Services, ensuring that girls and other vulnerable groups have access to specialized support.

10.5. Skills Training to Prevent School Dropout

To address school dropout rates, the policy will integrate vocational training, specialized skills development, and reintegration programs for at-risk learners.

10.5.1. Vocational Training Programs

a. Schools will introduce practical, skill-based learning programs to equip learners with relevant entrepreneurial and vocational skills.

b. Partnerships with technical colleges, industries, and training institutes will be established to provide certified vocational training.

10.5.2. Targeted Programs for Out-of-School Children

Special re-enrolment programs will be developed for out-of-school children, particularly for:

a. Girls and children with disabilities
b. Learners from hard-to-reach and conflict-prone areas
c. Children affected by displacement and disaster

10.5.3. Specialized Training for School Safety Teams

To ensure the effective implementation of school safety protocols, specific training modules will be provided for different stakeholders:

a. School Safety Focal Point Teachers will be trained on school safety planning, risk assessments, and emergency response.
b. School Administrators will integrate safety and security audits into their School Development Plans (SDPs).
c. School Security Committees will undergo training on facility maintenance, quarterly safety audits, and emergency preparedness measures.
d. Designated Safeguarding Leads (DSLs) and Counsellors will be equipped with skills in child protection, safeguarding, and incident reporting.

10.6. Integrating Disaster Management into the Curriculum

A culture of safety and risk reduction will be promoted through the education system. To achieve this:

10.6.1. The State Ministry of Education, in partnership with relevant agencies, will develop and implement a Disaster Risk Reduction (DRR) curriculum.

10.6.2. Health and safety training will be incorporated into school lessons, teaching learners about:

    a. Disease prevention and public health measures
    b. Life-saving skills and emergency response
    c. Personal safety, cyber safety, and violence prevention

10.7. Strengthening Security and Law Enforcement in School Communities

To enhance school security, law enforcement personnel and community security actors will undergo capacity-building programs tailored to school protection.

10.7.1. Security Personnel Training Programs

    a. Law enforcement officers, including Police, Civil Defense, and Vigilante groups, will receive specialized training on school security protocols.

    b. Training will cover crisis management, response to attacks, de-escalation techniques, and safeguarding best practices.

10.7.2. Capacity Building for Community Vigilantes

    a. Community-based security teams will be trained to monitor school environments, report threats, and support early warning systems.

    b. Female security personnel will be encouraged to participate, ensuring gender-sensitive safety responses.

10.8. Regular Stakeholder Engagement and Policy Advocacy

10.8.1. Continuous Stakeholder Sensitization
Regular stakeholder engagement will be conducted to ensure widespread awareness and participation in school safety efforts. This includes**:**

    a. Sensitization programs for school administrators, community leaders, parents, and learners.
    b. Workshops and capacity-building sessions for security agencies, teachers, and support staff.

10.8.2. Policy Advocacy for School Security
To ensure long-term sustainability, advocacy efforts will focus on:
    a. Mainstreaming school safety into state and national education policies.
    b. Promoting financial commitments for school security at all levels of government.
    c. Ensuring legislative backing for the KD-SSVFS Policy to mandate school security interventions.

10.9. Community Participation in School Safety

The community's role in securing schools is essential. This policy emphasizes collaborative efforts between schools, parents, security agencies, and local communities.

    a. School-Based Management Committees (SBMCs) and Parent-Teacher Associations (PTAs) will play a direct role in school safety initiatives.
    b. Community Watch Groups will be established to monitor schools, prevent unauthorized access, and report threats.
    c. Faith-based and traditional leaders will be engaged to promote peacebuilding and violence prevention efforts.

Section 3

KADUNA STATE POLICY ON SAFETY, SECURITY AND VIOLENCE-FREE SCHOOLS- POLICY IMPLEMENTATION PLANS

COMPLIANCE FRAMEWORK, RESOURCE MOBILIZATION FOR KD-SSVFS POLICY, POLICY IMPLEMENTATION AND REVIEW, MONITORING, EVALUATION & REPORTING FOR KD-SSVFS POLICY

CHAPTER 11
POLICY COMPLIANCE FRAMEWORK
11. COMPLIANCE FRAMEWORK

To ensure the successful implementation of the Kaduna State Safety, Security, and Violence-Free Schools (KD-SSVFS) Policy, a structured compliance framework will be established. This framework will define the responsibilities of government agencies, schools, security agencies, and communities in upholding the policy's provisions.	
Key Elements of the Compliance Framework	
Legal and Regulatory Compliance	Schools must adhere to National and Kaduna State laws, including the Safe Schools Declaration (SSD), the National Policy on Safety, Security, and Violence-Free Schools (NSSVFS), and the Child Rights Act.
	The Ministry of Education (MoE), security agencies, and local government authorities will ensure enforcement and compliance through school safety audits and certification processes.
	Schools that fail to comply with minimum safety standards will face sanctions, including funding restrictions, suspension of licenses, or administrative penalties.
Institutional and School-Level Accountability	School heads, administrators, and security committees will be held accountable for implementing approved safety protocols.
	Regular school security and safeguarding audits will be conducted to assess compliance with infrastructure, emergency preparedness, and reporting mechanisms.
Stakeholder Responsibilities and Code of Conduct	Government agencies, school management, teachers, learners, parents, and community members will have clearly defined roles in ensuring school safety.
	A School Security and Safety Code of Conduct will be developed, outlining expected behaviour, duties, and penalties for non-compliance.
Incentives and Sanctions for Compliance and Non-Compliance	Schools demonstrating full compliance will be rewarded with grants, incentives, and public recognition.
	Non-compliant schools will be required to implement corrective measures within a specified timeframe.

CHAPTER 12
RESOURCE MOBILIZATION FOR KD-SSVFS POLICY
12. RESOURCE MOBILIZATION

Effective implementation of the KD-SSVFS Policy requires sustainable funding and resource allocation. A multi-stakeholder resource mobilization strategy will be adopted to ensure the availability of financial, technical, and infrastructural support.

Key Resource Mobilization Strategies	
State Government Budgetary Allocations	A dedicated Safe Schools Fund will be established to support infrastructure, training, and emergency preparedness programs.
	The Kaduna State Ministry of Finance will integrate school safety financing into annual budget cycles.
	The Ministry of Education (MoE), Kaduna State Emergency Management Agency (KADSEMA), and Local Government Authorities will collaborate on funding school security initiatives.
Public-Private Partnerships (PPPs)	The Kaduna State Government will engage corporate organizations, private sector investors, and non-governmental organizations (NGOs) to co-finance school safety projects.
	Businesses will be encouraged to adopt schools and contribute to safety infrastructure upgrades.
Development Partner and Donor Support	International development agencies, donor organizations, and multilateral institutions (e.g., World Bank, UNICEF, UNESCO) will be engaged to provide grants, technical assistance, and research funding.
Community and Philanthropic Contributions	School-Based Management Committees (SBMCs), Parent-Teacher Associations (PTAs), and religious/community leaders will be mobilized to support safety programs through community contributions and volunteer efforts.

CHAPTER 13
POLICY IMPLEMENTATION AND REVIEW
13. POLICY IMPLEMENTATION AND REVIEW
13.1. POLICY IMPLEMENTATION

13.1.1. To ensure continuous relevance and adaptability, the KD-SSVFS Policy will undergo regular evaluations and updates. The KSSVFS policy shall be systematically implemented to deliver safe and secure schools and to ensure no one is left behind. The Ministry of Education shall provide the leadership around which the implementation of the policy will operate. The ministry shall coordinate the activities of government at the various levels. Therefore, for effective implementation of this policy in Kaduna, there shall be three major operational divisions representing the two tiers of government – state and local governments – and schools. There shall also be regular monitoring, and evaluation at all tiers of government on matters relating to the implementation of the policy.

13.1.2. The Ministry of Education for the purpose of implementing this policy, shall do the following:

1. Provide high-level political, technical, and critical leadership support as well as cultivate positive attitudes and perceptions towards creating safe, secure and violence-free schools.
2. Mobilise the support of relevant education stakeholders (e.g., traditional rulers and community and religious leaders, civil society) at all levels to transform public attitudes and perceptions towards school safety and security.
3. Strengthen and coordinate institutional mechanisms and institutions mandated to prevent and respond to threats to the safety and security of schools.
4. Ensure effective planning, budgeting, implementation, monitoring and evaluation of the policy.
5. Develop communication and advocacy strategies to popularise the policy.
6. Develop and enforce a legal framework for the policy that takes into consideration gender, disability and social inclusion issues.
7. Develop a social and disability strategy as part of the policy.

13.1.3. Implementation Strategy

1. **Phase-Wise Implementation Approach**

   a. **Short-Term (0-2 Years):** Infrastructure upgrades, teacher and security personnel training, community sensitization.
   b. **Medium-Term (3-5 Years):** Strengthening emergency response mechanisms, full integration of school security into state budgets, increasing school security personnel.
   c. **Long-Term (Beyond 5 Years):** Full institutionalization of school security systems, integration into the broader Kaduna State Disaster and Security Management Strategy.

2. **Stakeholder Collaboration and Coordination**

   a. The MoE, KADSEMA, security agencies, local governments, SBMCs, PTAs, and donor partners will work together in a joint implementation structure.

3. **Policy Review and Amendment Mechanism**

   a. The policy will be reviewed every 3 years to incorporate emerging security challenges, best practices, and lessons learned.
   b. A multi-stakeholder review committee will be responsible for updating the policy.

13.2. POLICY REVIEW

13.2.1. The policy will be reviewed periodically to determine its relevance and reflection of emerging issues, and cost-effectiveness. This policy shall therefore be jointly monitored and reviewed every five years by the Ministry of Education, SUBEB and other agencies in collaboration with the Kaduna State Quality Assurance Agency, SUBEB; Local Government Education Authorities, Ministry of Human Development and Social Welfare; with support from Development Partners, KADBEAM, Civil Society Organizations (CSOs) and other non-state actors to ensure compliance with the guidelines. The review is also important in order to respond to any changes in legislation that have direct implications for school safety and security, safeguarding and child protection; and to learn from gaps arising from policy implementation.

13.2.2. The review of the State policy on safety, security and violence-free schools shall be based on the following:

1. The need to analyze and review the existing policy based on identified gaps.
2. Research findings revealing the need to review the existing policy.
3. Presentation of draft review policy to stakeholders for critiquing.
4. Final endorsement by policymakers.

CHAPTER 14
MONITORING, EVALUATION & REPORTING FOR KD-SSVFS POLICY

14. MONITORING, EVALUATION AND REPORTING FRAMEWORK

14.1. To ensure the effective implementation of the Kaduna State Safety, Security, and Violence-Free Schools (KD-SSVFS) Policy, a comprehensive Monitoring, Evaluation, and Reporting (MER) framework will be established. This framework will assess the effectiveness, compliance, impact, and sustainability of school safety initiatives across the state. The State Ministry of Education (SMoE) will lead this process in collaboration with security agencies, education stakeholders, and community structures.

14.2. A robust Monitoring, Evaluation, and Reporting (MER) Framework will be developed to track the implementation, impact, and effectiveness of the KD-SSVFS Policy**.**

14.3. Key Components of the MER Framework

14.4. Monitoring Framework
14.4.1. Objectives of Monitoring
The monitoring system will:
1. Track policy implementation progress at state, local, and school levels.
2. Assess compliance with safety and security standards.
3. Identify emerging challenges and risks affecting school safety.
4. Measure the impact of interventions such as infrastructure improvements, security measures, and training programs.
5. Provide timely data for evidence-based decision-making and adjustments to policy implementation.

14.4.2. Monitoring Approach: A multi-tiered monitoring approach will be adopted, covering:

1. State-Level Monitoring: The State Ministry of Education (SMoE) and relevant agencies will conduct annual school safety assessments using key performance indicators (KPIs).

2. Local Government Level Monitoring: Local Government Education Authorities (LGEAs) will conduct quarterly school safety reviews, including infrastructure checks, incident reports, and emergency preparedness assessments.

3. School-Level Monitoring: Each school will establish a School Safety and Security Committee (SSSC) responsible for conducting monthly safety audits, risk assessments, and compliance reporting.

14.4.3. Data Collection Methods:

1. On-site inspections and safety audits.
2. School safety reports and self-assessment checklists.
3. Security incident tracking and analysis.
4. Stakeholder feedback sessions (teachers, learners, parents, and community members).

Data Collection and Analysis

1. A School Safety Information Management System (SSIMS) will be developed to collect real-time data on school security incidents, compliance levels, and emergency response effectiveness.

2. Data will be gathered from schools, security agencies, local governments, and community monitoring teams.

14.5. Evaluation Framework

14.5.1. Objectives of Evaluation

Evaluation of the KD-SSVFS Policy will measure the effectiveness, relevance, efficiency, impact, and sustainability of interventions. Key objectives include:

1. Assessing the effectiveness of security measures, training programs, and emergency preparedness plans.

2. Measuring the impact of policy implementation on violence reduction, student well-being, and school resilience.
3. Identifying gaps and areas for improvement to strengthen policy effectiveness.
4. Evaluating the sustainability of school safety interventions.

14.5.2. Evaluation Process
Evaluations will be conducted at two levels

1. **Mid-Term Evaluation (Biennial Assessment)**

   a. Conducted every two years to assess progress, identify gaps, and recommend mid-course corrections.
   b. Focus on compliance, effectiveness of safety interventions, and stakeholder engagement.

2. **Final Policy Review (Five-Year Cycle)**

   a. Conducted every five years to determine the long-term impact, sustainability, and overall success of the policy.
   b. Identifies lessons learned and best practices for future policy improvements.

Periodic Policy Reviews and Impact Assessments

1. The MoE, security agencies, and monitoring teams will conduct quarterly and annual safety audits in schools.

2. Independent impact assessments will be carried out to evaluate policy effectiveness and recommend adjustments where necessary.

14.5.3. Evaluation Tools & Techniques:

   a. Surveys and interviews with learners, teachers, security personnel, and parents.
   b. Impact assessments comparing pre-policy and post-policy safety conditions in schools.
   c. Case studies of security incidents and emergency responses.

    d. Comparative analysis of policy implementation across different regions

14.6. Reporting and Accountability Mechanisms

14.6.1. Reporting Structure: A standardized reporting framework will be implemented to ensure timely and accurate documentation of policy implementation progress at all levels.

Reporting and Accountability Mechanisms
1. Schools will submit bi-annual compliance reports on safety measures and challenges.
2. A State School Security Council (SSSC) will be established to review reports, provide oversight, and recommend policy improvements.
3. School-Level Reports: Monthly reports submitted by School Safety and Security Committees (SSSCs) to LGEAs.
4. Local Government-Level Reports: Quarterly reports submitted by LGEAs to the State Ministry of Education.
5. State-Level Reports: Annual reports compiled by the SMoE and shared with the State Executive Council, education stakeholders, and security agencies.
6. Independent Review Mechanism: External audits and stakeholder feedback mechanisms will be included to ensure transparency and accountability

14.7. Key Reporting Indicators

14.7.1. Reporting will be based on measurable Key Performance Indicators (KPIs), including:

Performance Indicators and Benchmarks
Clear Key Performance Indicators (KPIs) will be established to measure the policy's success, including: 1. Percentage of schools compliant with safety standards 2. Reduction in reported incidents of violence, abductions, and school-related attacks 3. Increased funding for school security measures

Performance Indicators and Benchmarks
4. Percentage of schools conducting regular emergency drills
5. Number of security personnel deployed to schools.
6. Frequency of school security audits and risk assessments.
7. Number of schools conducting emergency drills and preparedness training.
8. Level of community involvement in school safety initiatives.
9. Implementation rate of infrastructure improvements (e.g., fencing, security gadgets, safe classrooms).

14.8. Feedback Mechanisms for Policy Improvement

14.8.1. To ensure continuous policy enhancement, feedback mechanisms will be established to gather input from school users and stakeholders.

1. Stakeholder Consultations: Regular engagements with teachers, learners, school administrators, and parents to review policy implementation challenges and solutions.

2. Incident Reporting System: Schools will maintain a confidential and secure system for learners and staff to report safety concerns, bullying, and violence.

3. Annual School Safety Conferences: A statewide platform for discussing challenges, sharing best practices, and recommending policy adjustments

14.9. Strengthening Accountability for School Safety

14.9.1. To enforce compliance and ensure the effectiveness of the KD-SSVFS Policy:

1. Non-compliance with school safety standards will result in sanctions such as withholding of school funding, administrative penalties, and revocation of licenses for private schools.

2. Annual Public Safety Reports will be published to increase transparency and hold institutions accountable.

3. Legislative oversight and independent audits will be integrated to ensure that policy implementation remains transparent, effective, and corruption-free.

14.10. Integration with National and International Frameworks

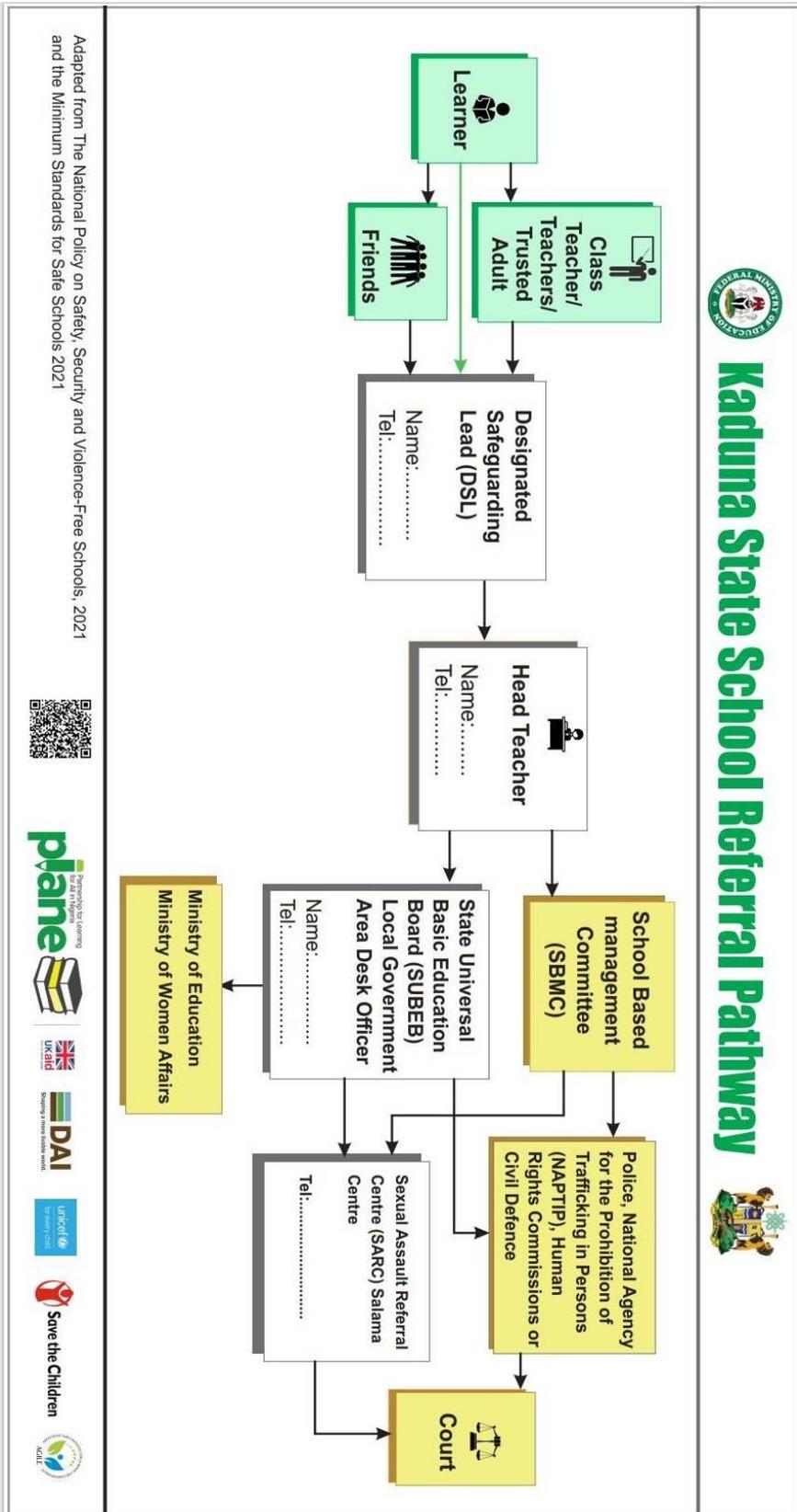The KD-SSVFS Policy Monitoring and Evaluation Framework will align with:

a. Nigeria's National Safe Schools Policy (NSSP, 2022).

b. Safe Schools Declaration (SSD) Guidelines.

c. UN Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions).

15. CONCLUSION

The Kaduna State Government reaffirms its commitment to ensuring that all schools remain safe, secure, and conducive to learning. The successful implementation of this policy requires multi-sectoral collaboration, financial investment, and active community participation.

Stakeholders—including security agencies, school authorities, civil society organizations, and parents—must work together to uphold this policy and protect our children. The time to act is now.

Annex 1:   **Kaduna State School Referral Pathway**

Kaduna State School Referral Pathway

Learner

Class Teacher/ Teachers/ Trusted Adult

Friends

Designated Safeguarding Lead (DSL)
Name:...........
Tel:..............

Head Teacher
Name:........
Tel:.............

School Based management Committee (SBMC)

State Universal Basic Education Board (SUBEB) Local Government Area Desk Officer
Name:...........
Tel:..............

Ministry of Education Ministry of Women Affairs

Police, National Agency for the Prohibition of Trafficking in Persons (NAPTIP), Human Rights Commissions or Civil Defence

Sexual Assault Referral Centre (SARC) Salama Centre
Tel:................

Court

Adapted from The National Policy on Safety, Security and Violence-Free Schools, 2021 and the Minimum Standards for Safe Schools 2021