



Government of Samoa
Ministry of Education and Culture

National Safe School Policy (NSSP)

2024 - 2029

National Safe School Policy (NSSP)

2024 – 2029

MINISTRY OF EDUCATION AND CULTURE

VISION: “Samoa schools are to be safe, violence-free, supportive and respectful teaching and learning communities.”

ACKNOWLEDGEMENT

MEC acknowledges the invaluable support and constructive feedback of all the stakeholders, school support advisors, staff and various organizations involved in the consultation of this policy.

We also acknowledge the contribution of the technical consultant Dr Judith Guy, MEC Core Management, staff of the Policy Planning and Research Division and the School Governance and Management Division (SGMD) in the development of this National Safe School Policy.

Through these collaborations, the development of this policy has been an extensive and valuable exercise.

LIST OF ACRONYMS

MEC	Ministry of Education and Culture
MoPP	Ministry of Police and Prisons
MWCSD	Ministry of Women, Community and Social Development
NECEP	National Early Childhood Education Policy
NSSG	National Safe School Guidelines
NSSP	National Safe School Policy
PPRD	Policy, Planning and Research Division
SGMD	School Governance and Management Division

DEFINITIONS OF TERMS

Behaviour Management	Behaviour management is a whole of school approach to promoting positive student behaviour. It is about creating an environment where students are valued and learn socially acceptable ways of behaving. It includes a range of strategies for responding to poor behaviour, including effective discipline techniques, effective sanctions, fair suspension and expulsion. It also includes strategies that encourage positive student behaviour such as ensuring a safe supportive and healthy learning environment, effective class and school management and teaching of life skills.
Bullying	a product of forceful social behaviour which can be defined as the repeated negative actions by individuals or groups against a target individual or group, which involves an imbalance of power or strength. Bullying can take different forms – verbal, physical, social, cyber or psychological. Actions can be observable or hidden. Bullying occurs when a student is subjected to negative behaviour, repeated over a period of time, by another student or group of students (www.unesco.org)
Child abuse	Occurs when a child has been subjected to physical, sexual or emotional abuse and/or neglect which has resulted or is likely to result in significant harm to the child's wellbeing. It may involve ongoing, repeated or persistent abuse, or arise from a single incident.
Conflict	is a disagreement in where the needs of one or both parties are not met. It does not necessarily involve an abuse of power, even if parties do not have perceived equal power (Department of Education, Australia)
Corporal Punishment	Corporal punishment is the most common form of violence against children worldwide. It includes any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light, as well as non-physical forms of punishment that are cruel and degrading. <i>...the application of physical force in order to punish or correct the recipient, but does not include the application of force only to prevent personal injury to, or damage to or the destruction or property of, any person (including the recipient) (Education Act 2009)</i>
Critical Incident	means an incident or series of incidents, which result in: <ul style="list-style-type: none">• significant disruption to the school's normal procedures• a school being locked down, evacuated or requiring closure• police notification and involvement in the school• Significant threat to the safety of students and/or staff/ and others (Department of Education, Australia)

Cyber-bullying	is bullying through email, instant messaging, in a chat room, on social media or a Website, or through digital messages or images sent to a cellular phone and computers to humiliate and distress someone.
Discipline policy	means a policy that outlines the expected standard of behaviour of students at school or while engaged in any activity connected with the school and outlines sanctions that will be applied for failure to meet the expected standard of behaviour, and includes any code of discipline (Samoa Education Act 2009)
Digital citizen	refers to a person that uses technology appropriately, regularly, effectively and in a responsible behavior (www.digitalcitizenship.com)
Duty of Care	A duty imposed by the law to take care to minimise the foreseeable risk of harm to another.
Emotional Abuse	acts or omissions causing or likely to cause mental or emotional suffering of the child, including patterns of belittling, denigrating, threatening, scaring, ridiculing, or other non- physical forms of degrading or rejecting treatment;
Harassment	means engaging in a pattern of conduct that induces the fear of harm or serious disturbance to a complainant or fellow human being and includes but not limited to the following: conduct of a sexual nature; an offensive joke or name calling; physical assault or threat; intimidation; ridicule or mockery; insult; offensive object or picture; and interference with performances (Samoa Family Safety Act 2013).
Harm	to a child, means a detrimental effect of a significant nature on the child's physical, psychological or emotional well-being;
Neglect	in relation to a child, means a failure in the exercise of parental responsibility to provide for the child's basic physical, intellectual, emotional or social needs, including any special needs in relation to disability, likely to result in the serious impairment of the child's health or development;
School (s)	means an organisation for the provision of education from early childhood education, and the first level of primary education for any of the years up to the final year of secondary education.
School Staff	includes the school principal, teachers and other support staff (if there are any)
Sexual Abuse	of a child means engaging in any sexual activity with a child – <ul style="list-style-type: none"> (a) that the child is unable to give consent to; (b) for which the child is not developmentally prepared; (c) in circumstances where there is a relationship of trust, authority or dependency between the child and the other person involved in the act; or (d) that is otherwise contrary to the laws of Samoa.
Violence	all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse (UN Conventions on Rights of the Child, Article 19)

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FOREWORD



It is with great pleasure to introduce you to our revised National Safe School Policy (NSSP). This policy intends to ensure that school safety and security are focus areas for government at all levels. The increase in cases of violence seen in the past and present has brought concerns to safety and security of students and teachers inside and outside of the school environment.

Whatever form it takes, the unsafe nature of behaviour in schools puts stress on young people and impacts their learning. It creates an unhealthy atmosphere resulting in mistrust, withdrawal, low self-esteem, anxiety and isolation, and increases absenteeism and academic failure to name a few.

Our schools ought to promote a safe and nurturing learning environment that fosters a sense of belonging, positivity, and a learning environment that is truly conducive to teaching and learning. Schools are part of our communities and we all have a role to play in our children and young people's health and wellbeing. Thus involvement and education of parents increase the effectiveness of schools' safe schools measures. The challenge ahead is to adapt the school environment to develop a safe school climate rather than focusing on the perpetrators and victims alone. Schools that work to improve their whole school environment, culture and ethos are the most effective. There is a domino effect from this approach including improving educational outcomes, self-esteem and conflict resolution skills across the school population of Samoa.

The Ministry of Education and Culture (MEC) is committed to providing positive and appealing environments where children and young people feel safe, connected, respected, achieve success and are fully engaged in education. Student wellbeing impacts on student learning and is absolutely fundamental to a student's successful engagement in education. The schools and the community at large will adopt such an approach to promote 'Safe Schools', by promoting appropriate behaviour that encourages mutual respect and courtesy, and develops personal responsibility and self-discipline.

Soifua

Hon. Seu'ula Ioane Tuā'au
Minister of Education and Culture

1. INTRODUCTION

Children are the future of Samoa, they need proper care, nurture, education and protection and this is the responsibility of everyone – families, schools, communities and government working together. This NSSP underpins the strong commitment from MEC to ensure that all schools in Samoa provide a safe, respectful, caring and supportive learning environment. It promotes a whole-of-school approach, outlining the responsibilities of principals, school staff/teachers, students, parents and community in creating an environment that safeguards the rights of all stakeholders.

Feeling safe is the key contributing factor to a sense of belonging which allows learning to thrive and young people to realise their potential. All learners despite their age, sexual orientation or identity, need to feel safe and supported in order to learn. For many children though, the school environment means exposure to corporal punishment, bullying, playground fighting, verbal abuse, intimidation, humiliation, sexual abuse and other forms of cruel and humiliating treatment at the hands of teachers, other staff members and peers.

Research, however, shows that harassment, aggression, violence and bullying are less likely to occur in a caring, respectful and supportive teaching and learning community. Schools have a social responsibility, therefore, which extends beyond teaching and learning, to create safe, inclusive and healthy learning environments as a catalyst for creating non-violent communities¹. Education has the potential to change attitudes condoning violence and instead promote positive behaviour.

An effort to develop a positive culture in schools is also evident in our neighbouring countries. Australia's National Safe Schools Framework acknowledges the strong interconnections between student safety, student wellbeing and learning. This Framework guides schools with policy development to ensure that “all schools are safe, supportive, respectful teaching and learning communities that promote student wellbeing”.

New Zealand has several programmes in place to address behaviour management issues. These include the Incredible Years Teacher Programme (for teachers of children aged 3–8 years) which aims to “turn disruptive behaviour around and create a more positive learning environment for their students”. Additionally, the Positive Behaviour for Learning School-Wide framework (PB4L School-Wide), is helping New Zealand schools “build a culture where positive behaviour and learning is a way of life.” PB4L is based on a Positive Behaviour Interventions and Support framework originally developed at the University of Oregon in the 1990s. This framework is also used across many schools in the United States.

In Samoa, in 2016, incidences of disruptive behaviour at and between colleges in the urban Apia area raised concerns. In response, the government called for the establishment of a Safe

¹ Global Initiative to End All Corporal Punishment of Children, (2014).

Prohibiting corporal punishment of children in Central Asia, South East Asia and the Pacific (online) London.
Available at: <http://www.endcorporalpunishment.org/pages/pdfs/reports/East%20Asia%20Pacific%20Report%202014.pdf>
[Accessed 18 Mar. 2015].

Schools Taskforce². MEC then conducted a mini-survey as recommended by the Taskforce to gauge principals' perspectives on escalating violent behaviour by College students. This NSSP has been developed not only to address these findings but also to raise awareness of unsafe and harmful interactions between peers, teachers and within the family and wider community and ways to respond and prevent these.

Violence and maltreatment of children cut across boundaries of geography, race, class, religion and culture. It happens in homes as well as schools, on the streets, in places of worship, work, and entertainment. Perpetrators include parents, family members, teachers, caregivers, law enforcement authorities and other children³. Education systems have an important part to play in realizing child protection as children spend a significant amount of their time in school. Insofar as teachers and other school staff are typically the first point of contact with children outside of their families, they have a professional duty to identify and respond where indications of abuse are apparent.

2. GLOBAL COMMITMENT

UNICEF advocates for a systems-based approach to child protection, which requires a strong relationship between the key actors in society with diverse mandates and functions, related to children's protection. The education system is crucial in this regard. Schools must effectively incorporate child protection into their policies and processes, curriculum, staff recruitment and training. Orienting education systems to child protection can lead to fundamental changes in the ways that schools function, the way children relate to their schools and their behaviour when attending school, and the manner in which teachers relate to children and their families.

The Committee on the Rights of the Child in 2006 observed that "addressing the widespread acceptance or tolerance of corporal punishment of children and eliminating it, in the family, schools and other settings, is not only an obligation of States that are parties under the Convention on the Rights of the Child; it is also a key strategy for reducing and preventing all forms of violence in societies."⁴ International studies⁵ highlight the fact that the issue of violence in schools is negatively impacting educational outcomes and school improvement efforts, and it is a task that has to be tackled.

Samoa values its commitments to international conventions and standards, and global initiatives like *end-violence* which relate to the effort to develop a safe and positive culture in schools. In response to this issue, many countries have now developed legislation, policies and programmes to ensure safe schools and promote a positive school culture. A number of these have been referenced in this policy.

² The Taskforce was established in April 2016 and consists of MEC, Ministry of Women, Community and Social Development, Ministry of Police and a number of college principals

³ <http://www.unicef.org/violencestudy/I.%20World%20Report%20on%20Violence%20against%20Children.pdf> (Accessed 16 May 2012)

⁴ UN Committee on the Rights of the Child, CRC/C/GC/8, "General Comment No 8 (2006). The right of the child to protection from corporal punishment and other cruel or degrading forms of punishment", §3

⁵ <https://resourcecentre.savethechildren.net/document/child-protection-educational-settings-findings-six-countries-east-asia-and-pacific/>
https://violenceagainstchildren.un.org/sites/violenceagainstchildren.un.org/files/documents/publications/10_tackling_violence_in_schools_a_global_perspective.pdf (2012)

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3. PURPOSE

This National Safe Schools policy sets out how the Government, schools and community can work together to ensure the protection of children and students from harm or risk of harm caused by others.

The purpose of this policy is to:

- Appraise Principals and Teachers and school communities of their legal and professional responsibilities in relation to safeguarding children.
- Provide guidance for all schools on promoting a safe, respectful and supportive school environment.
- identify strategies for the prevention of all forms of threats and violence against children in schools;
- Strengthen coordination among relevant institutions on child protection and school safety and security.

4. GUIDING PRINCIPLES

This policy is guided by the following vision:

“All Samoan schools are to be safe, violence-free, and supportive and respectful teaching and learning communities”

This vision is underpinned by the key principles of:

4.1 Participation

All members of the school community endeavour to work together to produce the best possible outcomes for each child. Teachers and Principals foster open and transparent relationships with the school community, including sharing concerns about child safety issues with the family unless this would result in an increased risk to the child. Members of the school community contribute to the prevention of violence and anti-social behaviour by modelling and promoting appropriate behaviour and respectful relationships. Children and students are treated with respect and have a voice in decisions, which affect them.

4.2 Rule of Law

This policy is premised on the Education Act 2009 (the Act), the Crimes Act 2013, the Public Service Act 2004; Family Safety Act, 2013; the draft Child care and Protection Bill 2020, National School Curriculum Framework 2023-2033, the Samoa National Child Care and Protection Policy 2020-2030, and other related legislation, regulations and policies of MEC and relevant Government agencies. Discipline and staff policies will have fair and consistent rules that are enforced impartially. Students and staff have a right to procedural fairness in addressing incidents.

4.3 Quality

Quality is achieved in a system that provides all learners with the capabilities they require to become economically productive. This policy recognises that teachers play a pivotal role in ensuring an optimum teaching and learning environment and good quality education.

4.4 Relevance

School communities must establish a safe and positive teaching and learning environment for all students. The involvement and commitment of the whole school community is essential to achieve a safe school culture that promotes student wellbeing and enables learning to flourish.

4.5 Confidentiality

Respect for children's privacy should be paramount. Although details of incidents and statistical records of violent incidences and inappropriate behaviour should be kept by the school in a register, school and student information must not be used in any other way unless approved by the Ministry or any other governing body of the Ministry for monitoring and reporting purposes.

4.6 Responsiveness

School staff are equipped to respond appropriately when they become aware, or suspect, a student or child has been harmed or is at risk of harm. Preventing and responding to inappropriate behaviour in any learning and working environment is the shared responsibility of school staff, students, parents, caregivers and members of the wider community. Schools have a responsibility to address violence through discipline policies and programs for addressing bullying and conflict resolution (e.g. mediation) amongst peers.

4.7 Equity and Inclusiveness

All children have equal rights to be protected from harm and abuse. All learners despite their age, sexual orientation or identity, need to feel safe and supported in order to learn. In order to achieve their full potential, all young people deserve a safe and nurturing learning environment.

4.8 Effectiveness and efficiency

The effectiveness and efficiency of child and student protection processes are monitored. Comparative report data informs the effectiveness of programmes and policies in improving behavioural outcomes.

4.9 Accountability

All schools have a duty of care to children and those who are affected by the operations of the school. School staff are aware of their obligations to prevent and respond to harm and risk of harm to children and students.

4.10 Gender sensitivity

Gender-sensitive learning materials allow both girls and boys (women and men) to become equally equipped with the life skills and attitudes that they need to achieve their full potential.

4.11 Sustainability

Safe school environments positively impact educational outcomes and ensure that students are equipped with the skills to participate fully in the social, spiritual, cultural, political, and economic life of Samoa and abroad.

5. POLICY STATEMENTS

The NSSP sets out clear guidance and delineates the responsibilities for both school governance and management in building a strong relationship with the wider school community to ensure a safe school environment. The Planning Framework in Appendix 7 has language that requires the development of this policy administered by PPRD with support of other key divisions.

The Ministry of Education and Culture does not tolerate any form of violence. The NSSP promotes a zero-tolerance approach to any type of threat in the school environment, including any form of violence and activity; abuse or bullying against children. No person whether they be student, staff/teacher, parent, caregiver or community member should experience threatening or violent behavior within the learning or working environment of the school.

The policy statements in this policy will further elaborate the following;

5.1 CHILD PROTECTION IN THE SCHOOL ENVIRONMENT:

Prevention and response at the school level is strengthened to ensure that the school setting provides a safe learning environment for all students and teachers.

Each school should:

Strategy 1: Utilize the NSSP and the National Safe Schools Guidelines to guide the development of their **Discipline Policy** in line with the Education Act 2009

- Establish a code of conduct for students
- Ensure that there is an accessible and child-friendly complaints mechanism in place

Strategy 2: Develop a **Code of Conduct** for staff

- Ensure that there are established and well-understood protocols about appropriate and inappropriate adult to student contact and interactions within the school context.

Strategy 3: Develop and implement a **Child protection policy / strategy** and procedures for all schools

- Ensure that there are clear procedures in place that enable staff, parents, carers and students to confidentially report any incidents or situations of child maltreatment, harassment, aggression, violence or bullying

Strategy 4: Ensure there are effective processes in place for record keeping and communication between appropriate staff about safety and wellbeing issues

5.2 TEACHING APPROACHES AND PEDAGOGIES:

Improve students' life skills in relation to their safety and wellbeing through a comprehensive and holistic approach.

Strategy 1: Actively support young people to develop understanding and life skills to keep themselves and others safe by:

- Teaching of skills and understandings related to personal safety and protective behaviours for countering harassment, aggression, violence and bullying.
- Teaching of skills and understandings to promote cyber-security
- Discouraging the use of alcohol and illegal drugs
- Modelling of social and emotional life skills (e.g. listening, negotiation, sharing, empathic responding, and conflict resolution) in all subjects and across all year levels.

Strategy 2: Model a focus on student wellbeing and student ownership

- Establish systems and strategies for enhancing student wellbeing.
- Provide multiple opportunities for students to develop a sense of meaning and purpose
- Adopt strengths-based approaches to student learning and participation.
- Promote responsible citizenship

5.3 CURRICULUM PLANNING AND DEVELOPMENT:

Quality resources are provided to help support and promote the health, safety and wellbeing of students and staff.

Strategy 1: Careful selection of resources informed positive behaviour management approaches that align with the Samoan community's needs.

5.4 CAPACITY BUILDING OF TEACHERS:

Pre-service and in-service Teacher Training incorporates behaviour management and child safety and protection strategies.

Strategy 1: Train teachers and school staff on positive discipline, classroom management and peaceful conflict resolution.

- Integrate behaviour management strategies into both induction and in-service training and professional development.

Strategy 2: Promote an awareness of mandatory requirements and legal issues in relation to child maltreatment, harassment, aggression and violence and communicate these to all staff and parents.

- Information about children and families is shared in accordance with legislative provisions to facilitate a coordinated service response

Strategy 3: All staff should receive appropriate safeguarding and child protection training (including online safety)

- Teachers have a professional duty to identify warning signs and respond where indications of violence or abuse are apparent
- All staff should know what to do if a child tells them they are being abused, exploited, or neglected
- All staff should be aware of the process for making referrals to the local authority for children's protection and social care

Strategy 4: Provide ongoing professional learning about emerging changes in research and technology related to student safety and wellbeing.

5.5 PARTNERSHIP AND COMMUNITY:

The involvement of the whole school community is essential to achieve a school culture that is safe.

Strategy 1: All school community members will comply with the *Crimes Act (2013)* which includes but is not limited to unlawful behaviour involving weapons, alcohol, drugs, dangerous acts, vandalism, violence, harassment, digital technology and sexual misconduct.

Strategy 2: Build and strengthen partnership with school, community and relevant Ministries/offices, MoP and MWCSD to eradicate violence in the school.

- Community days to get parents involved in talk shows and discussions delivered by each partner
- Stakeholders to address issues of violence in the school during community and open day programs.

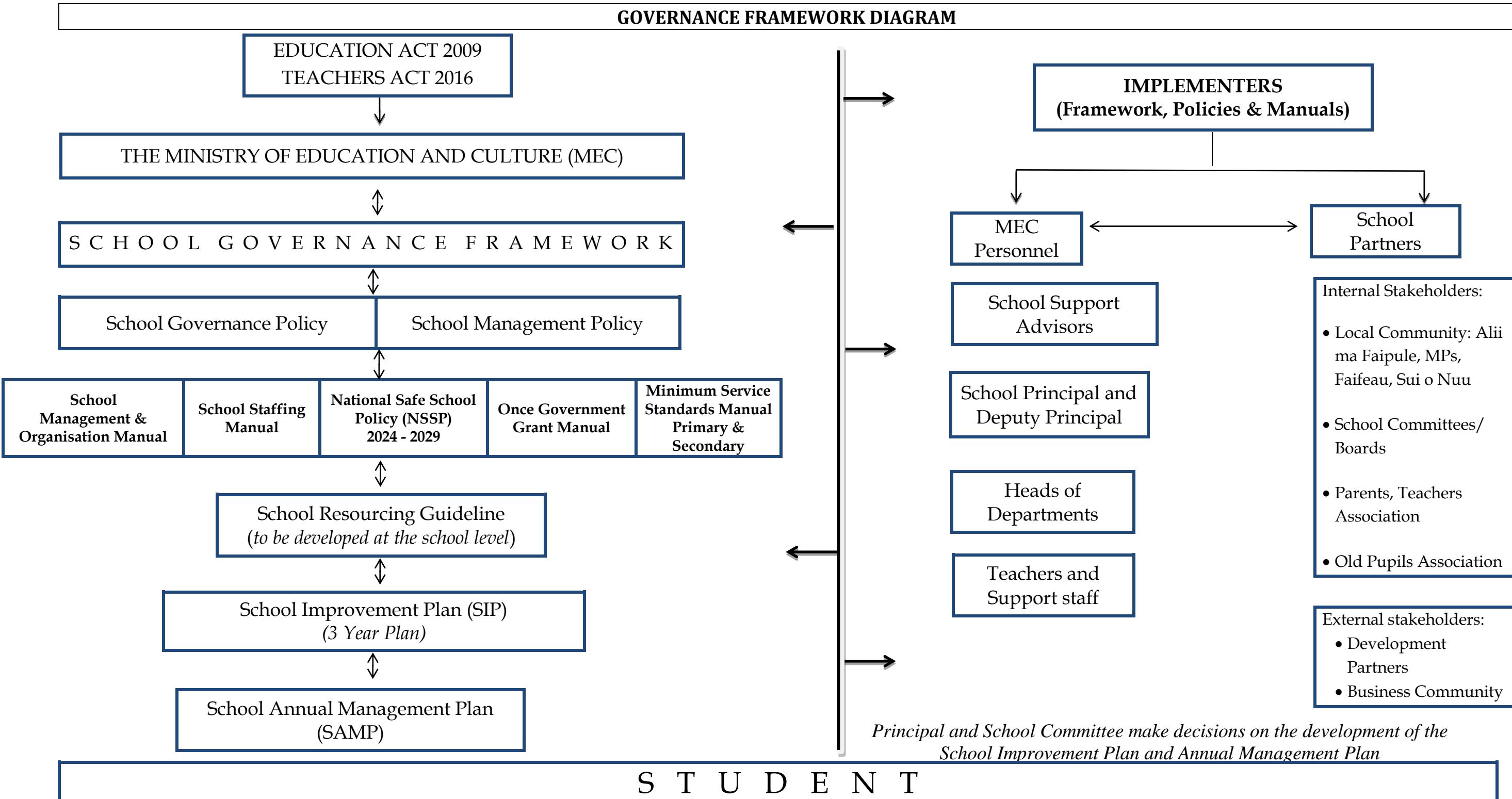
5. APPLICATION AND SCOPE

This NSSP and its supporting NSSG apply to all students, teachers and staff members in all school settings. It disallows any form of violent behaviour in the school environment. This includes cyber bullying and stigmatisation. Discrimination against young pregnant girls either in school, or off school premises is covered in this policy. It may also be outside of school hours where there is a clear and close relationship between the school and the conduct of the student.

This policy also applies to staff/teachers/caregiver of students either being victims or perpetrators of school violence in any school setting. MEC in collaboration with the Ministry of Women, Community and Social Development (MWCSD) and the Ministry of Police and Prisons (MoPP) is responsible for ensuring that the responsibilities in promoting safe schools are fulfilled, and schools conduct appropriate procedures in accordance with the policy, guidelines and laws.

6. ROLES AND RESPONSIBILITIES

NSSP sets out the responsibilities of all school personnel to promote a safe environment that is conducive to learning. The governance framework diagram below clarifies the MEC Personnel and School Partners both Internal and External Stakeholders who have a great responsibility in creating a safe school environment.



6.1 School Support Advisors (SSA)

The roles of the School Inspectors or School Support Advisors include ensuring activities at the school level are operationalized in accordance with the NSSP action and implementation plan and incorporated into schools' SIP and SAMP. The SSA roles include the following but not limited to:

- Report any incidents of violence to MEC (SGMD) and suggest possible solutions for core management decision
- Work collaboratively with school principals to identify the collective needs of students and teachers in any areas of safety and protection;
- Consult with PDD and CDMD to assist in teacher training and cluster professional development integrating child protection and safety protocols;
- Advise principals and teachers on better ways to improve school and students' partnership to combat violence and for safety
- Inform schools and principals on any new initiative to be implemented related to students safety and protection

6.2 School Principals

Principals will assume leadership in establishing a safe school culture which reflects a positive climate with respectful relationships

6.2.1 The role of the school principal is vital to ensure that effective policies, procedures and strategies are in place to address bullying and unacceptable behaviour. Principals will lead the school development and implementation of a **Discipline Policy** which:

- is developed collaboratively with students, school staff, parents, caregivers, and the school community at large and ensure it is in line with the National Policy and Guidelines.
- includes procedures consistent with the National Safe Schools Guidelines on reporting incidents involving assaults, threats, intimidation or harassment. A statistical record of incidents of violence and misbehaviour should be kept by the school in a register.
- excludes the use of:
 - corporal punishment⁶;
 - any form of punishment that may cause harm to the recipient; or
 - any form of punishment that humiliates or is intended to humiliate the recipient.
- is promoted and widely available within the school community
- is reviewed with the school community at least every three years

6.2.2 The Principal will lead in collaboration with the wider school community and appropriate authorities, the development of a **Child Protection Policy/Strategy**

- Report children in need of care and protection to the MEC SGM to liaise with the Social Development Division ("authorized officer") of MWCSD in accordance with inter-agency response procedures for childcare and protection.

⁶ Education Act, 2009 Part 3 Section 23

6.3 School staff/teachers

School staff and teachers play an essential role in building a positive and nurturing school culture. School staff have a responsibility to:

- act as role models for students and actively promote a positive school setting.
- respect and support students;
- identify children who are experiencing family problems or who are at risk of harm and where possible work with them and their families and community leaders in resolving those issues / problems
- Report children in need of care and protection in accordance with the **Child Protection Policy/Strategy**
- model and promote appropriate behaviour in accordance with the **Code of Conduct for Teachers**;
- NOT administer corporal punishment
- report in a timely manner any incidents of violence according to procedures provided under the **School Discipline Policy** as guided by NSSP and NSSG;
- report inappropriate behaviour of supervisors or colleagues to appropriate authorities

6.4 Students

Students are able to play an important and active role in being positive and displaying respectful relationships which prevent bullying and unacceptable behaviours. Students have a responsibility to :

- Understand and adhere to the **Discipline Policy** and student **Code of Conduct**
 - Behave appropriately, respecting individual differences and diversity.
 - Behave as responsible digital citizens.
 - Talk and discuss issues with teachers in an appropriate manner.
- Report incidents according to the Discipline policy/guidelines at their school

6.5 Parents and caregivers

Parents' and caregivers are the first educators of children and they continue to influence their children's learning and development before, during and after schooling has been completed. Parents, carers, guardians and extended family members have a primary role in modeling and teaching children and young people about appropriate behaviour and respectful relationships. It is important that families reinforce positive and non-violent behaviour and messages in the home. Family members also make an essential contribution to schools through involvement in school governance, support and volunteering.

Parents and caregivers have the responsibility to:

- support their children to become responsible citizens and to promote responsible acceptable behaviour
- be aware of the school **Discipline Policy** and support their children in developing positive and appropriate behaviour which are in line with the school Discipline Policy
- report incidents that do not comply with the NSS policy/guidelines
- support the school to build a safe and positive learning environment

6.6 School community

Individuals within the local community also have a role in ensuring the safety and wellbeing of children and young people. Schools and community organisations form partnerships to help create a consistent and supportive approach to the safety and welfare of the school community. All members of the school community have a responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the effective implementation of the Discipline Policy
- work collaboratively with the school to resolve incidents of violence when they occur.

7. MONITORING, EVALUATION AND REPORTING

7.1 Monitoring

- 7.1.1 MEC School Governance and Management Division (SGMD) will monitor⁷ the effectiveness of the NSSP by ensuring that all schools implement this policy through a monitoring and compliance program.
- 7.1.2 Principals are responsible for ensuring that this Policy guides their School Discipline Policy⁸.
- 7.1.3 Teachers will need access to relevant professional development in providing a safe and positive learning environment.

7.2 Review

- 7.2.1 The review of this Policy includes a Risk Management Plan⁹ to manage risks associated with the implementation process.
- 7.2.2 MEC Policy Planning and Research Division (PPRD) will carry out a review of this policy within a 3 year period.
- 7.2.3 The Action Plan¹⁰ outlines implementation phases to conduct throughout the lifespan of the NSSP before it is due for a review.

7.3 Reporting

- 7.3.1 Principals keep an accurate record of incidents and actions taken in accordance with the school's Discipline Policy.
- 7.3.2 provide a written summary to the School Inspector:
 - based on a register of incidents and actions taken; and
 - as a quarterly (Term) updated report on implementation at school level.
- 7.3.3 School Inspectors to report to SGMD on progress of the implementation process.

⁷ Refer to Appendix 4: Refer to Process Flow Diagram for Monitoring Frequency

⁸ Refer to Education Act 2009

⁹ See Appendix 3: Risk Management Plan

¹⁰ Appendix 5: Implementation Plan

8. REFERENCES

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9. ENDORSEMENT



Certificate of Endorsement

Effective Date: 01 May 2024

Review Date: 2029

SIGNED AND APPROVED BY THE HON. MINISTER

A handwritten signature in blue ink, appearing to read "Seu'ula Ioane Tu'a'u".

HON. SEU'ULA IOANE TUĀ'AU

A handwritten date in blue ink, appearing to read "22/5".

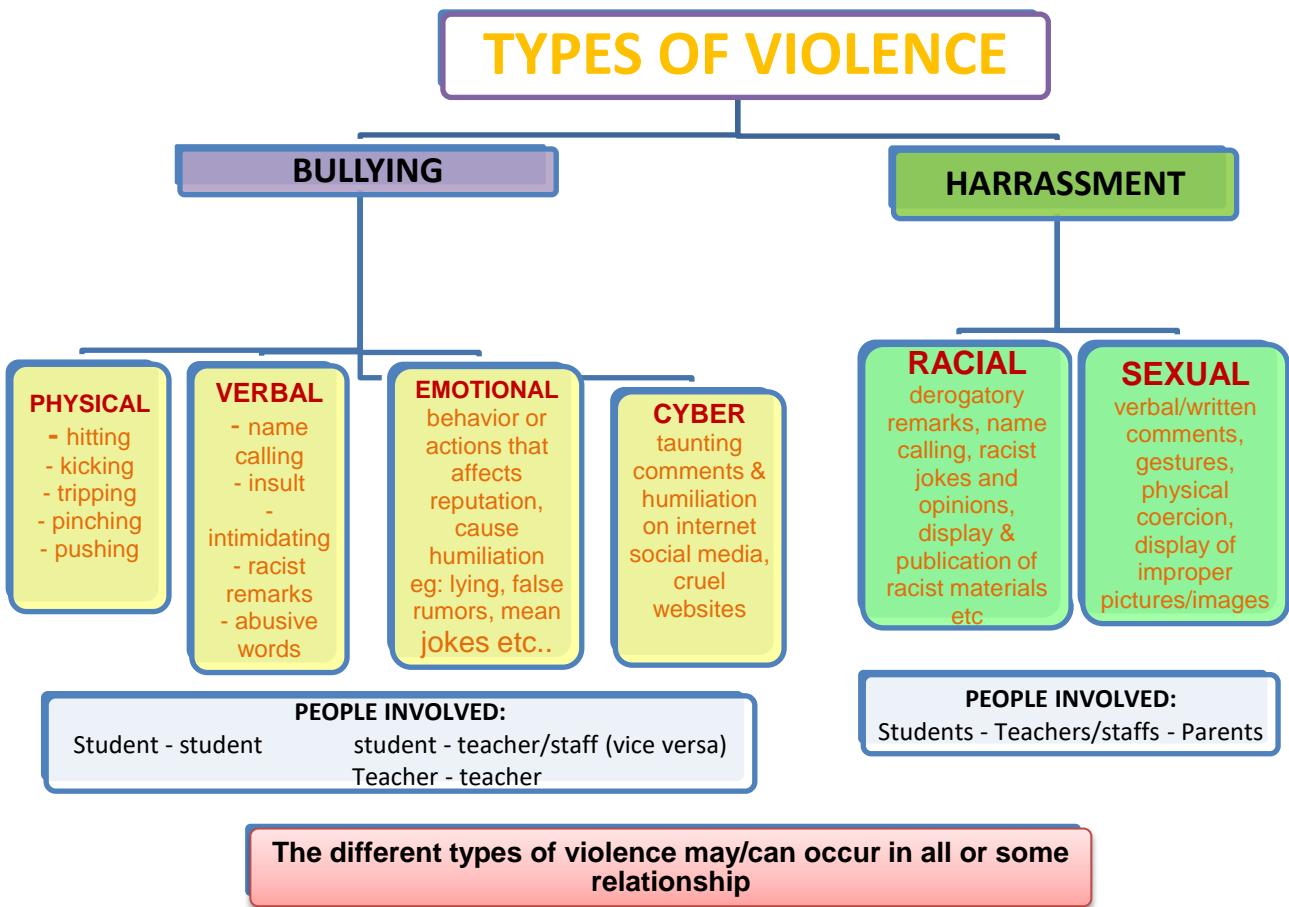
DATE

10. APPENDICES

Appendix 1: Risk Management Plan

Risk/Activity	Risk Level	Implications	Mitigation Plan
Non compliance	High	Policy objective will not be achieved	<ul style="list-style-type: none"> ○ Reassign school accountability, roles and responsibilities of school personnel
Misinterpretation	High	Inconsistency in implementing the policy	<ul style="list-style-type: none"> ○ Conduct ongoing awareness raising workshops and utilize mass media for a wider coverage ○ Ensure appropriate communication within the school and community and encourage support of all involved
Avoid guidelines provided	High	Policy objective will not be achieved	<ul style="list-style-type: none"> ○ Ensure that all relevant members and parties involved should understand the policy contents
Monitoring	High	Policy issue areas cannot be solved	<ul style="list-style-type: none"> ○ Monitor schools for changes that reflect the policy is effectively implemented
Policy objectives not filter down to classroom level	High	Increase in chaos and problems	<ul style="list-style-type: none"> ○ Ensure appropriate communication within the school and community and encourage support of all involved
Resistance of staff to change past practices	High	Ineffective implementation, minimal and no improvement from implementation overtime	<ul style="list-style-type: none"> ○ Change the mindset and ensure appropriate communication of benefits to the school and staff ○ Ensure senior management backing
Failure to consult all relevant entities during review phase	High	Policy fail to address other issues ought to be eliminated	<ul style="list-style-type: none"> ○ Ensure holistic approach is taken
Prolong and delay process of policy review	High	Overdue finalization and endorsement of policy, new issues arise in which new policy will not address	<ul style="list-style-type: none"> ○ Ongoing follow up to ensure officials with such authority are given strict timeframes ○ Ensure the mid-term review is done as planned and policy accommodate these issues

Appendix 2: Type of Violence Overview



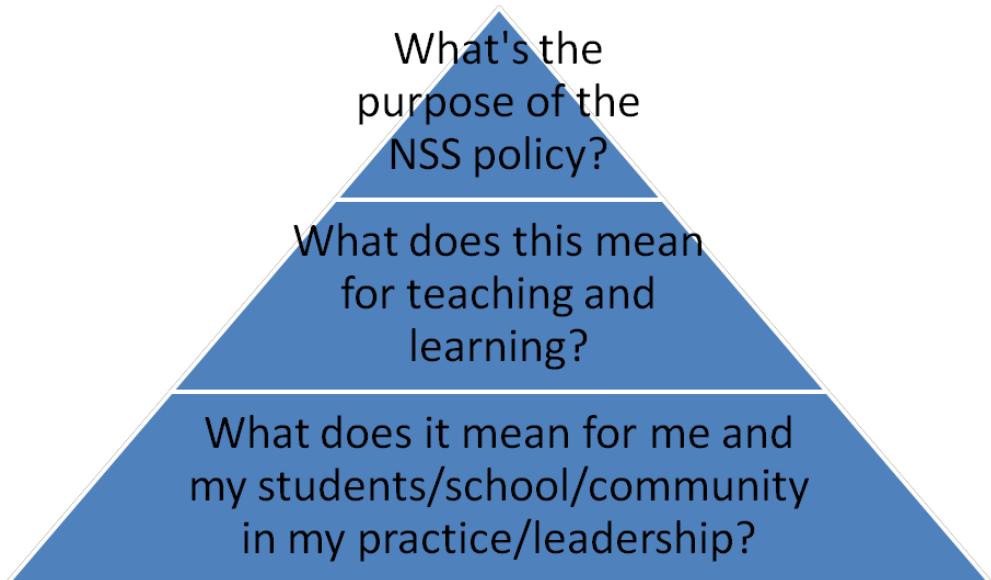
Appendix 3: Implementation Plan

Phase	Action	Timeframe	Responsible Ministry / Stakeholders in Taskforce
Endorsement Phase	<ul style="list-style-type: none"> Ongoing follow up to ensure that various levels of authority endorses the policy in a timely manner and as planned 	July 2023 – May 2024	MEC
Awareness Phase	<ul style="list-style-type: none"> Conduct awareness workshops and educations with stakeholders in understanding the Policy at national and local levels 	Jul – Dec 2024	MEC
Transition Phase	<ul style="list-style-type: none"> Professional development for teachers and support staff (pre-service and existing teachers) <ul style="list-style-type: none"> i. Creating positive classroom/social relationship ii. Manage challenging behaviours iii. Managing school complaints and investigate Building partnership with the community through support of MWCSD and collaboration with public servants working in schools through PSC support 	Jan – May 2025	MEC/MWCSD/ PSC/MOPP
Follow-Up Phase	<ul style="list-style-type: none"> School visits to view initial application of ideas/strategies to develop a positive school environment 	Jun – Dec 2025	MEC

Appendix 4: Related Documents

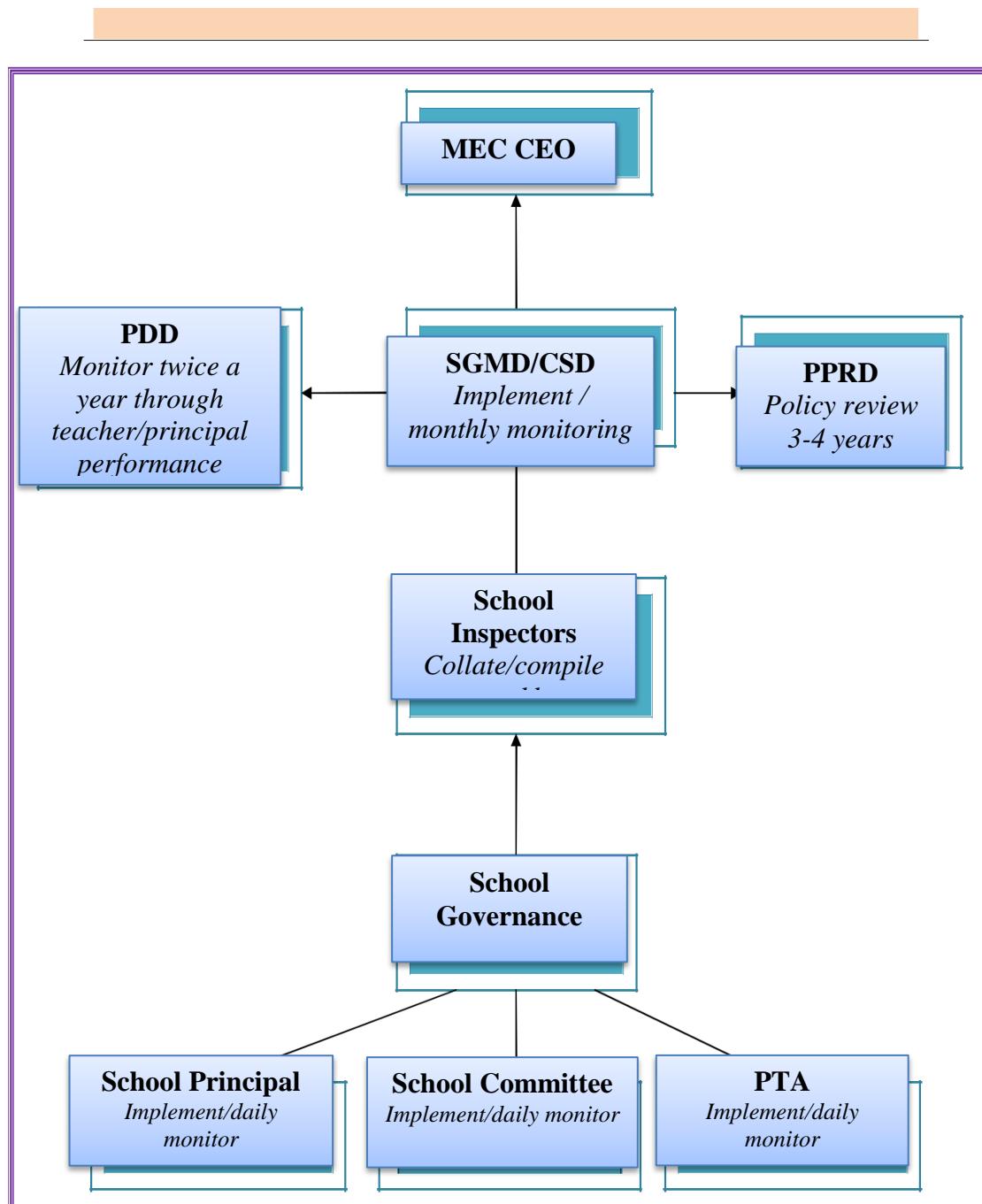
RELATED DOCUMENTS	LEGISLATIVE & AUTHORITY	YEAR
Education Act 2009	Ministry of Education and Culture	2009
Occupational Safety and Health Act 2002	Ministry of Commerce, Industry & Labour	2002
Public Service Act 2004	Public Service Commission	2004
Professional Standards and Performance Appraisal for Samoa Teachers	Ministry of Education and Culture	2011
Crimes Act 2013	Ministry of Police & Prisons	2013
Minimum Service Standards for Early Childhood Education Centres of Samoa	Ministry of Education and Culture	2015
Minimum Service Standards for Primary Schools and Colleges (MSS)	Ministry of Education and Culture	2016
School Management and Organisation Manual	Ministry of Education and Culture	2016
Draft National Safe School Guidelines	Ministry of Education and Culture	2016
National Safe School Policy	Ministry of Education and Culture	2017
Safe School Policy Review	UNICEF Recommendations	2023

Appendix 5: The Holistic Approach

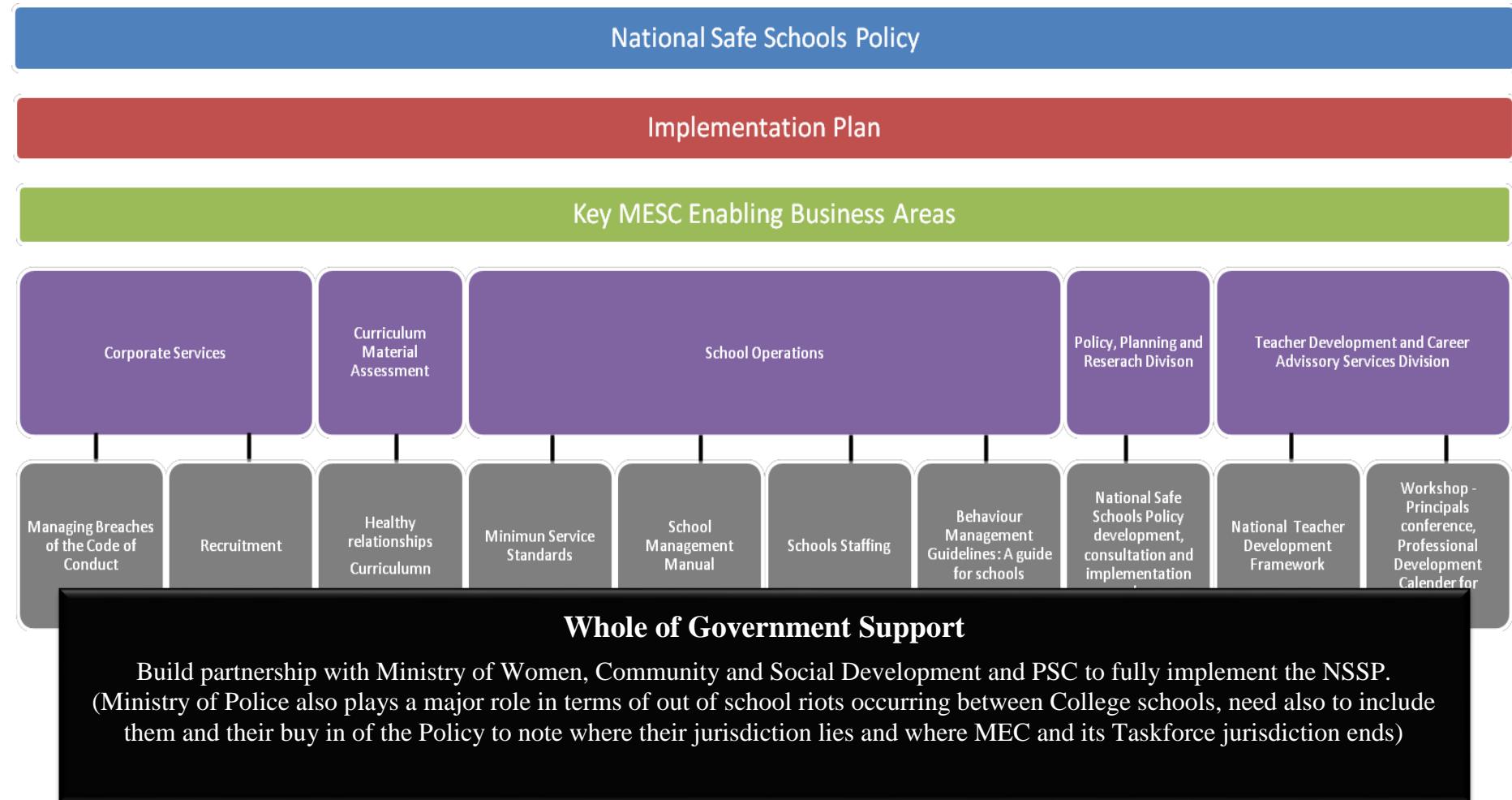


Appendix 6: Process Flow Diagram

NB: The process flow diagram illustration applies to government schools while monitoring, reporting and evaluating of this policy in mission and private schools will be conducted by their own governing authority.



Appendix 7: Planning Framework



Appendix 8: Monitoring & Evaluation Framework

POLICY MONITORING & EVALUATION FRAMEWORK														
National Safe School Policy (NSSP) 2024 – 2029														
SDG INDICATOR	SDS KEY OUTCOME	GOALS	STRATEGY	OUTCOME	INDICATOR	BASELINE DATA	Year 1 Target FY 24/25	Year 2 Target FY 25/26	Year 3 Target FY 26/27	Year 4 Target FY 27/28	Year 5 Target FY 28/29	Means of Verification	Policy Documentation	DIVISION
		Effective programs and interventions in place to promote a safe, respectful and supportive school environment	Put in place effective measures to ensure violence of any form is eradicated and ended	School environment is violent free	Number of program interventions conducted to counter and eradicate any form of violence in school	2023	2	3	4	5	6	- AMP School Database - School Inspector Report	NSSP	PDD CDMD
				Principals, Teachers and community are able to capture and combat any form of violence	Number of incidents of violence in schools are reduced, minimize and reported to MEC regularly and MoP	2023	2	2	2	2	2	School Inspector Report	NSSP	SGMD
					Number of students affected are supported and offered trainings to continue on with their school learning	NA	1	2	3	4	5	AMP MSS Report	NSSP	PDD CDMD
		Proper process and procedures to resolve any incident of violence that may arise in the school	Establishing of a Disciplinary Policy to identify proper procedures of managing and handling any incident of violence in the school	Proper processes and procedures leads to proper decision making	Percentage of Schools that established Disciplinary Policy	2023	50%	60%	70%	80%	100%	MSS Report AMP	NSSP	SGMD