

HEALTHY TOILETS ARE POSSIBLE!



SCHOOL SANITATION MANAGEMENT HANDBOOK

TT 699/16



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HEALTHY TOILETS ARE POSSIBLE!

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The publication on this report emanates from a project entitled *Evaluating the design of existing rural school sanitation infrastructure and developing a model and guidelines for optimal design*. (WRC Project No. K5/2381).

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Dear reader

*We have produced this handbook for the Water Research Commission as part of a research study titled: **Evaluating the design of existing rural school sanitation infrastructure and developing a model and guidelines for optimal design**. The report from the research study can be obtained from the Water Research Commission at:*

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*A **Guideline for School Sanitation** was also produced as part of the research study and addresses both infrastructure and management issues. The Guideline can also be obtained from the Water Research Commission.*

We will be testing this school sanitation management model in schools in KwaZulu-Natal in 2016-2017 with the cooperation of the KwaZulu-Natal Department of Education. The lessons learned will be published by the Water Research Commission along with a revised version of the model and this handback based on insights gained during testing.

We welcome your comments, questions and ideas about this handbook. We also welcome your input about issues you face in dealing with school sanitation, ideas you have tried and management tools that have worked well for you.

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April 2016

HOW THIS HANDBOOK CAN HELP YOU

THE PROBLEM

The toilets at many South African schools are dangerous, dirty and degrading. In fact, because toilets are often monitored less than any other area of the school – if they are monitored at all – they could well be the place where they face the greatest threat to their safety, health and dignity. Some toilets pose a threat to the very lives of learners, who could fall into the pit and drown. And unpleasant toilets that are not monitored can create a space where the worst of learner behaviour can flourish, placing learners at risk of bullying, abuse and humiliation. All of this negatively affects teaching and learning. Learners who feel afraid and uncomfortable in the toilets will not be able to thrive in the classroom. Learners who get diseases from the toilets, or develop health problems from avoiding going to the toilets miss learning time. Education is also compromised when learners who stay home because it is too unpleasant to deal with their periods in the school toilets or learners who leave school to find a better toilet.

A situation where learners feel that they cannot use their school toilets because they are dangerous or degrading undermines their physical health, psychological wellbeing and academic progress.

It is crucial that this situation be resolved. Principals, however, find themselves in a situation where better management of the toilets seems impossible. Funds are inadequate for all of the school needs and there are so many more “high-profile” problems to solve. Without support from the department many schools do not have the knowledge, skills, tools and resources to manage sanitation to a standard that protects learners safety, health and dignity. Sanitation can end up as the embarrassing disaster that stays hidden at the back of the school. Yet children have to face the threatening conditions in the toilets every day.

A MODEL TO EMPOWER SCHOOLS TO SUCCEED WITH SANITATION

This Handbook aims to ensure that the basic rights of learners are protected in the toilets:

- **The right to be safe at school:** Toilets should be structurally safe with no threats from humans or animals.
- **The right to be healthy:** Toilets should be kept clean and hygiene materials provided to prevent disease.
- **The right to dignity and security:** No degrading sights or smells or treatment by others. Adequate privacy.
- **The right to special support for special needs:** Young learners, girls who are menstruating, children with physical challenges and other vulnerable learners must receive special attention.

This model provides the tools necessary for setting up an effective programme for managing school sanitation systems. The tools can be modified and developed to meet the needs of your school. This model is based on 4 principles: The model starts by addressing the knowledge, values and vision that address the issue of WHY sanitation should be a priority. It moves on to look at WHAT needs to be done, WHO should be responsible and HOW toilets can be managed effectively on a day to day basis.

THE KEYS TO EFFECTIVE SANITATION MANAGEMENT	
WHY should managers prioritise sanitation when there are so many other urgent concerns?	KNOWLEDGE, VALUES AND VISION
WHAT needs to be done to ensure decent toilets?	STANDARDS and RESPONSIBILITIES
WHO is responsible for ensuring toilets meet standards?	TEAM and ROLES
HOW can toilets be kept in good condition?	PLAN, TOOLS and FUNDS

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1. WHY SHOULD I MAKE THE TOILETS A PRIORITY WHEN SO MANY OTHER THINGS NEED ATTENTION?

The place to start with understanding the responsibilities of the Department of Education with regard to school sanitation is the rights of learners under the law. Here is what some of the laws have to say:

RIGHTS OF CHILDREN AND OBLIGATIONS OF EDUCATORS RELATING TO SANITATION

United Nations International Declaration of the Rights of the Child, 1959

- Those responsible for the education of a child must **always act in the child's best interests**.
- A child needs **special safeguards and care** because of his physical and mental immaturity,
- A child needs **love and understanding** in order for her personality to develop fully in a balanced way.
- A child has a right to **special protection**.
- A child must be given the opportunities and **facilities** to develop in a **healthy** way in conditions of freedom and **dignity**.
- **Children must always be prioritized for receiving protection and relief**.
- A child must be **protected from all forms of neglect**, cruelty and exploitation.
- A child with a physical, mental or social **handicap** must be given the care needed for his particular condition.
- A child has a **right to grow and develop in health**, so **special care and protection** must be provided to her.
- A child **may not be required to do any activity which could negatively affect her health or education**.

United Nations International Convention on the Rights of the Child (1989)

- All members of the human family have **inherent dignity** and have equal rights under all circumstances.
- Governments must give children the **protection and care** necessary for their well-being.
- **Childhood is entitled to special care and assistance**.
- Institutions **which care for children** must meet **safety and health** standards and provide adequate supervision.

South African Bill of Rights (Constitution, 1996)

- Every child has a right to have their **dignity respected and not be treated in a degrading way**.
- Every child has a right to an **environment that is not harmful to their health or wellbeing**.
- Every child has a **right to privacy**.
- Every child has a right to protection from neglect, **abuse or degradation**.
- Every child has a right **to not be required to do anything that puts their health at risk**

South African Children's Act (No. 38 of 2005)

- Every child that is able to participate in any matter concerning herself **has the right to participate** in an appropriate way and **views expressed by the child must be given due consideration**.
- Educators must provide each **child with a disability** or a chronic illness **with conditions that ensure dignity, promote self-reliance and facilitate active participation in the community**.

South African Council of Education: Code of Professional Ethics

- Educators must **ensure the safety** of learners.
- Educators must **respect the dignity** of learners, respecting their right to **privacy and confidentiality**.
- Educators must **exercise their authority with compassion**.
- Educators must **not humiliate learners or abuse them, physically or psychologically, in any way**
- Educators must **acknowledge that each learner is a unique individual with specific needs**
- Educators must **treat learners as partners in education**

South African Schools Act (Government Notice No. 23315 of 2002)

- **Educators must protect, promote and fulfil the rights of learners**.
- **An educator has the same obligations as a parent to protect** a learner during the time she is at the school.
- Learners may **not to be treated** or punished in a cruel, inhuman or **degrading way**.
- Educators must do everything possible to **protect each child from** all forms of physical or mental violence, injury or abuse as well as **neglect**
- Educators must maintain a **safe environment that supports education, including well-cared for toilet facilities**.

The **key rights** addressed in the law which apply to the context of school toilets are children's rights to:

SAFETY, HEALTH, DIGNITY AND ACCOMMODATION OF SPECIAL NEEDS.

These key rights provide us with an appropriate lens for engaging school sanitation:



By focussing this lens of children's rights on the context of school sanitation, we can formulate a "Bill of Children's Rights for Sanitation" which provides a framework for tackling the challenges of school sanitation.

BILL OF CHILDREN'S RIGHTS FOR SANITATION

1. SAFETY: Children have a right to toilet facilities that are structurally safe and free from threats.

- 1.1. Children must be provided with infrastructure that is soundly constructed and maintained, with particular attention to the risk of a slab or pedestal collapsing into the pit.
- 1.2. Infrastructure for Grades R-3 should eliminate any risk of a child falling through the seat into the pit.
- 1.3. Children must be allowed to use staff toilets if these are the only safe toilets available.
- 1.4. Pit access hatches must be securely covered. Decommissioned pits must be filled with soil and covered.
- 1.5. Staff must be available to learners in the toilets at break to prevent abuse and intimidation.

2. HEALTH: Children have the right to toilet facilities which minimise the spread of disease.

- 2.1. Handwashing facilities, liquid soap, toilet paper and bins must be provided in all toilets.
- 2.2. Toilet seats and all dermal contact points in the toilets must be disinfected at least twice a day.
- 2.3. Children must not be required to clean toilets. They may wash writing off of walls and clean windows.
- 2.4. Areas contaminated by overflowing toilets must be thoroughly disinfected before they are reopened.
- 2.5. Sludge collection chambers must be emptied before they exceed capacity.
- 2.6. Pits and vent pipes must be appropriately screened to prevent flies and other pests from spreading diseases.

3. Children have the right to toilet facilities which support their dignity, privacy, security and comfort.

- 3.1 Facilities must be maintained in a condition where privacy is protected. Broken doors must be replaced.
- 3.2 Staff must provide special support to children who are afraid or are vulnerable to bullying in the toilets.
- 3.3 The atmosphere in the toilets should be as pleasant as possible, with adequate light and ventilation.
- 3.4 The experience and opinions of learners should be considered in the design and management of toilets.

4. Children with special needs have a right to assistance from staff and accommodation from the school.

- 4.1 Staff should assist very young, physically or otherwise challenged learners who cannot use the toilet and handwashing facilities safely and independently.
- 4.2 A child with physical limitations must be provided with a toilet that accommodates his needs.
- 4.3 Girls must be provided with sanitary pads and bins.
- 4.4 A child who has a sanitation related accident should be assisted with caring and his/her dignity and privacy protected.

1.1. WHAT VALUES ARE YOU WORKING FROM?

Our values drive us beyond the rules and regulations we have to follow in life to follow what we truly believe in. Our values play a critical role in how we see sanitation and our will and commitment to carry out our responsibilities.

**How do we see learners, and our role in their lives?
Does a child's rights or a teacher's privileges come first at school?
Should a leader serve or be served?
Is teaching just a job or is it a calling?**

Each of us has a set of values that has been influenced by many things we might not even be aware of, such as:

- Ideas about privilege and rights that come from our cultures and families
- Hierarchical ideas about privilege and rights from the colonial and apartheid hierarchical structures which have left their imprint on the professional culture in schools
- Models promoted by our political, religious and other leaders, some of whom will use their power to privilege themselves over those they lead, while others will demonstrate the principle of servant leadership.

In many of these models more privileges, and sometimes rights, are given to those with higher status than those with lower, to those who are older than to those who are younger, and to those who are male than to those who are female. In addition, caught within the structures and processes of government we forget that schools exist only to meet the needs of children: there is no other reason. If we do not carefully articulate and hold to the values that should drive education, these inputs from our environment may result in a school culture where teachers ensure their needs are met but neglect the needs of learners – especially in hidden or “invisible” zones such as the toilets. It was in such a situation that Michael Komape, a 6 year old learner in Limpopo, lost his life in his school toilets during his first week of school while his teachers kept the only safe school toilets for themselves.

PROFESSIONAL VALUES THAT ARE KEY TO TRANSFORMING SANITATION

Employees of the department have an *in loco parentis* role.

Educators assume responsibility on behalf of each child's parents during the school day to protect, nurture and develop learners physically, intellectually and emotionally. This applies to all aspects of the learning environment, including the toilets. Staff must care for children's toileting needs with compassion and thoroughness.

Learners' rights and needs must be satisfied before those of staff.

The school exists only to serve learners and meet their needs. It is unacceptable for staff to place their own needs and comfort ahead of those of learners. If the only safe and decent toilets at the school are the staff toilets, the learners must be given access to them.

The youngest and most vulnerable must be given the most care and support.

It is unacceptable for older children to be given safer or better toilets and younger children made to use inferior toilets. Menstruating girls and learners with specific vulnerabilities must be given consideration and additional support.

Leaders are expected to demonstrate servant leadership.

This means that the greater the authority and status of a person, the greater her responsibility to serve those under her by ensuring their needs are met with dignity. Principals and circuit managers must be willing to go into the learner toilets and demonstrate how to use them appropriately and clean and care for them.

The school exists to serve all children of school age in the community.

The school must actively support the right of learners with physical or other challenges in the community to attend the school and demonstrate its willingness to make the necessary accommodations to meet their needs and protect their rights.

1.2. A VISION FOR HEALTHY TOILETS

For those of us who grew up with failed school sanitation ourselves and work at an under-capacitated school, it may be difficult to imagine the situation improving apart from the Department building new toilets. But without a vision, things will not change.

A vision should address all of the items in the Bill of Children's Rights (Page **Error! Bookmark not defined.**) and comply with the standards provided by the Department. Below is an example which could be discussed and developed by your sanitation team. As a vision for the toilets should overlap significantly with the vision for the rest of the school, this could be expanded to be a vision for the school, if the school does not have a vision statement, or key elements highlighting sanitation could be incorporated into an existing vision statement.

VISION FOR SCHOOL SANITATION

Our school exists for one reason: to empower the children in our community to develop to their full potential. We as staff ensure that our learners' needs are met before our own and we treat our learners with the same care that we do our own children. We educate our learners in a happy, healthy, safe and nurturing environment. Our school toilets are a high priority because they are the place where our learners take care of their most private needs. We ensure that our learners enjoy toilets that are safe and healthy and where they feel respected, so that they are able to learn and thrive. We educate our learners about how to respect their bodies and how to keep their bodies healthy and safe, including providing information about good hygiene practices and about menstruation. Our toilets are kept clean throughout the day. Our trained cleaner ensures that "hot spots" where disease could be spread are carefully sanitised. Our learners always have access to toilet paper, liquid soap, bins and pads. There is always someone available to support a learner who needs assistance in the toilets. Our toilets are strictly monitoring so that no one is teased, bullied or threatened. Young children, children with special challenges and children who are especially vulnerable to bullying are given special support. We address maintenance issues promptly and ensure that no child is allowed to use a toilet that threatens his safety, health or dignity. We listen to the needs and ideas of our learners and respond to these to make the toilets the best that we can.

2. WHAT NEEDS TO BE DONE TO ENSURE DECENT TOILETS?

The purpose of toilets is to enable learners to meet their basic needs safely and comfortably without compromising their health or dignity. The Bill of Children's Rights in Sanitation presented on Page 7 provides the basis for a standard for school sanitation as follows:

STANDARD FOR THE MANAGEMENT OF SCHOOL SANITATION

1. SAFETY: The safety of all learners must be ensured

- 1.1 Toilet design and construction should guard against any risk of a user falling into a pit.
- 1.2 Toilet blocks, pedestals and pits should be inspected weekly for structural safety.
- 1.3 Pit access hatches should be kept securely covered.
- 1.4 Pits of decommissioned toilets should be filled and toilets removed.
- 1.5 Learners should be restricted from access to structurally unsafe toilets.
- 1.6 Maintenance issues should be addressed promptly and managed proactively.
- 1.7 Toilets should be monitored by staff during break to prevent abuse and respond to threats.
- 1.8 Small learners should be assisted if using adult sized pit toilets.
- 1.9 Emergency safety protocols must be in place.

2. HEALTH: Toilets must be kept clean and provision made for learners to practice good hygiene

- 2.1 Facility design should minimise points of disease transmission and support hygiene.
- 2.2 A trained cleaner should disinfect dermal contact points and clean facilities at least twice a day.
- 2.3 Incidents of gross contamination should be dealt with before learners are given access to the facilities.
- 2.4 Pits should be desludged before they exceed capacity.
- 2.5 The integrity of infrastructure should be maintained to prevent pests from spreading diseases.
- 2.6 Learners should be educated in sound hygiene practices.
- 2.7 Schools should provide liquid soap, toilet paper, bins and sanitary pads to learners.

3. DIGNITY AND WELLBEING: And environment of dignity, respect and comfort must be promoted.

- 3.1 Infrastructure must not be allowed to deteriorate to a degrading state; unpleasant sights and smells should be minimised.
- 3.2 Staff should monitor user behaviour in the toilets to prevent abuse and intimidation.
- 3.3 Schools should ensure conditions in the toilets support dignity, privacy and security.
- 3.4 Learners' experience, opinions and ideas should be considered in the design and management of toilets.

4. ASSISTING WITH SPECIAL NEEDS:

- 4.1 Schools should provide assistance to learners who face challenges of any kind in the toilets, particularly young children, menstruating girls and children with physical challenges or who are vulnerable to abuse.

The following sections discuss some of the special considerations for each main aspect of the standard.

2.1 Practical SAFETY considerations

The most serious physical danger learners are exposed to at school could be the risk of falling into the pit and possibly drowning. This could happen either by the slab or pedestal falling into the pit while someone is using it or the user falling through the toilet seat. The following measures should be taken by a school which has toilets that places learners over deep pits:

- **Modify toilets to reduce the risk of learners falling into the toilet:** Mount hand grips on either side of the toilet seat, place a step in front of each toilet allocated to small children or add a child seat to the toilet seat for small children. Adding urinals for both boys and girls will allow children to avoid the danger of the pit for most of their visits to the toilet.
- **Monitor the structural integrity of pit toilets constantly.** Both the Health and Safety Manager and the Health and Safety Officer should be trained to recognise whether slabs or pedestals are deteriorating and are at risk of collapsing. In addition, the sanitation as a block must be checked weekly for structural soundness. This includes rooves, walls, floors and steps.
- **Keep pit access hatches securely covered.** Ensure that the covers will not break if stood on, cannot be removed by curious learners and have no gaps allowing access to flies or other pests.

Learners should be restricted from access to structurally unsafe toilets. The pits of old, unsafe toilets should be filled with soil and the toilets removed to ensure learners don't use them. The doors can be temporarily sealed until this is done. If a pit toilet becomes structurally unsafe, the Health and Safety Manager must immediately close it off from access by locking the door, placing tape and a sign across the door, or encasing the pedestal with a black rubbish bag, or placing tape across the entrance. Action should be taken immediately to repair the toilet. In the event that a significant number of toilets become unsafe, the following measures can be taken to ensure that learners have access to safe toilets:

- Mobile toilets can be rented as a temporary measure. These should have handwashing facilities, or else access should still be allowed to handwashing facilities in the affected blocks, if this can be done safely.
- A schedule can be made for sharing safe toilets. For example, if the boys' block is affected, the girls' block can be shared by allowing girls access during the first half of break and boys during the second half. If some, but not all, toilets in both boys' and girls' toilets are affected, break times could be extended to allow time for all learners to use the toilet. Alternatively, the teachers of younger learners could bring them to the toilets before break to reduce the volume in the toilets during break.
- ***If there is no other option, staff toilets must be opened for learners to use.***

SMALL LEARNERS SHOULD BE ASSISTED IF USING ADULT SIZED PIT TOILETS

A small learner using an adult sized pit faces the risk of falling into the pit through the hole. A school in this situation should apply to the department to have smaller pedestals or flush toilets built for Grade R-3 learners. Until appropriate infrastructure can be provided, the following measures can be taken:

- A raised concrete step and handrails (attached to the walls on either side of the toilet) can be added to a few of the stalls in each block so that a small learner can hold securely to the rails and place his feet securely on the step while using the toilet.
- Teachers of Grades R-3 can take their class to the toilet before each break and before the end of the day. The teacher and the Health and Safety Officer can then assist learners in both boys' and girls' blocks to ensure their safety. This involves holding the hands of any child who is afraid to provide stability, and ensuring that all children are safely out of the block before leaving.
- Teachers can take their Grade R-3 learners to the staff toilets, if these are flush toilets.
- If a Grade R-3 learner needs the toilet during class, she should either be sent to the teachers' toilets or sent to the cleaner who will assist her.

EMERGENCY SAFETY PROTOCOLS MUST BE IN PLACE

Protocols should be developed for dealing with emergencies that could occur in the toilets. These include:

- a child falling into the pit and being submerged in sludge
- a health emergency resulting from substance abuse
- rape or other physical attack
- attempted suicide
- snakebite or a bite by a dog, rat, etc.

Protocols should specify who should be notified (a staff member trained in CPR) and an alternative, what equipment must be kept on hand and how it should be used, whether the child should be taken to a clinic, how the victim should be counselled, how the victim's privacy should be protected, and how other learners should be informed, warned or counselled.

Below is a draft protocol for assisting a child who has fallen into a pit.

PROTOCOL FOR ASSISTING A CHILD WHO HAS FALLEN INTO A PIT

If a child falls into a pit staff are expected to do everything within their power to rescue the child, even if this places their own health or safety at risk. If the child is not submerged, a ladder can be lowered into the pit (either through the pedestal or through the pit access hatch) to the child. All learners should be trained in the protocol they should follow in the event of a health or safety emergency. They should notify the cleaner to bring rescue equipment, call a male staff member and then look for a staff member who is trained in CPR. If the hole is too small, a knotted rope or pole can be lowered down. If the child struggles to climb out with this assistance, a staff member should lower himself into the pit with other staff members holding the rope or ladder steady. If a child is submerged in the pit with her head beneath the sludge, one staff person should climb into the pit immediately to lift the child's head above the sludge, while other staff collect rescue equipment, call an ambulance and call the child's parents. If the child is conscious, staff should flush her mouth, nose, eyes and ears well with water, then prepare warm water and soap and bathe the child well. Once the child is clothed in warm, dry clothes, she should be taken to the clinic. If the child is not conscious, a staff member should clear the sludge from her mouth and nose

2.2 Practical HEALTH considerations

After learners defecate and wipe themselves they may have small amounts of faeces, too small to be seen, on their hands. This faeces can contain a wide range of diseases, and as learners touch surfaces after using the toilet – the flush handle, door handle, door lock and tap handle – these diseases can be transferred to other surfaces and then to the hands of other learners who touch these surfaces. Diseases on hands can easily end up entering the mouth and potentially causing illness. A clean and hygienic environment and access to the materials for practicing good hygiene are essential at schools.

CLEAN TOILETS AFTER BREAKS AND AFTER SCHOOL EVERY DAY.

Diseases may spread quickly between learners while using toilet facilities so they should be cleaned repeatedly throughout the school day. It is important to remember that the primary purpose of cleaning is to remove and destroy germs which could cause diseases from surfaces which are “hot spots” for disease transmission. These germs are too small to see and so these surfaces may appear clean to the eye but still be heavily contaminated. It is therefore of utmost importance that “hot spots” are cleaned according to a schedule and protocol and not only when they appear dirty to the cleaner.

- **Important hot spots are toilet seats, flush handles, door handles, door locks and tap handles – including outside taps around the school grounds.**
- Surfaces which may appear dirtier but are not important routes of disease transmission – such as muddy floors – should also be cleaned but these are a secondary goal of cleaning.
- Cleaning should be done with an effective disinfectant like Jik to kill germs as well as a soapy cleaner to remove grime.
- The Health and Safety Officer should be properly trained in disease transmission and prevention, effective cleaning practices, measures to protect themselves during cleaning, and effective hygiene practices to model and teach to learners in the toilets.
- It is important that the cleaner always uses protective equipment (clothes, boots, gloves and a mask) when cleaning.
- Cloths, mops, brushes or buckets that are used in the toilets must never be used in any other part of the school.

DEAL WITH INCIDENTS OF CONTAMINATION BEFORE LEARNERS ARE GIVEN ACCESS TO THE FACILITIES.

If an area of the toilet block becomes contaminated with faecal material through, for example, a toilet overflowing or someone defecating on the floor, learners should be prevented from entering the area until the problem has been addressed, the contamination removed, and the area disinfected carefully with a Jik solution.

MAINTAIN THE INTEGRITY OF INFRASTRUCTURE TO PREVENT PESTS FROM SPREADING DISEASES.

When sludge is contained on-site it will attract some disease vectors, including flies, cockroaches and rats. When these pests leave they can carry diseases with them and spread them around the school environment or the surrounding neighbourhood. In addition, snakes can then be attracted to the animals visiting the sludge pile, introducing a safety threat. Access to the sludge by pests can be prevented as follows:

- Keep pits securely covered, with no gaps that could allow pests to enter
- Repair cracks in vent pipes
- Ensure that mesh covering vent pipes is intact and that whirlybirds are working.

EDUCATE LEARNERS IN SOUND HYGIENE PRACTICES. Education should cover How diseases are transmitted, “Hot spots” in the toilets, How to use toilet paper correctly and reduce the risk of faeces getting on hands, Effective handwashing techniques, Proper use of toilets, Managing periods hygienically, Safe and effective cleaning of toilets (for use in their homes, not at school)

PROVIDE LIQUID SOAP, TOILET PAPER, BINS AND SANITARY PADS TO LEARNERS.

It is essential that learners be able to practice good hygiene practices while at school. If learners are not provided with toilet paper their dignity is violated, and diseases can spread more rapidly. In addition, if users are forced to use their notebook paper, chip packets, etc. for wiping and then throw these into the pit, pits will fill much more quickly and be more difficult to empty.

- Liquid soap dispensers should be installed in each block and refilled as needed. Bar soap shared between users quickly becomes contaminated and can spread diseases.

- Towels for drying hands should not be shared between learners. Learners can be asked to bring a small towel from home for drying hands which they hang on a hook with their schoolbag however this should be taken home frequently for washing. It is most likely learners will dry their hands on their uniforms.
- Pads should be made available to menstruating girls as some families are unable to afford these and girls may stay home from school during their periods if they do not have access to pads, compromising their education.
- Bins are necessary for disposal of sanitary pads and other rubbish; otherwise learners have no option but to throw these in the toilet or on the floor.

CLEANING PROTOCOL FOR SCHOOL TOILETS

CLEANING ROUTINE TO BE FOLLOWED AFTER BREAKS

PREP	Put on protective equipment. Prepare a bucket of Jik solution by adding 100 ml of Jik to 10 litres of water.
HOT SPOTS	Wipe with a cloth soaked in Jik solution: <ul style="list-style-type: none"> • Outside taps (e.g. on playground) • Inside taps and basins (1b) • Door handles • Door locks • Flush handles
TOILET SEAT AND RIMS	Wipe with a cloth soaked in Jik solution AFTER ALL OTHER SURFACES IN ALL BLOCKS HAVE BEEN CLEANED.
INSIDE PEDESTAL	Scrub inside pedestal or bowl with soapy cleaner and brush.
FLOORS	Pick up rubbish and put in bins. Sweep with broom. Mop with soapy cleaner.
FINISH UP	Rinse toilet brushes in the bucket of soapy cleaner. Rinse the cleaning cloth, mop and bucket at a drain and dry in the sun.

CLEANING ROUTINE TO BE FOLLOWED AFTER SCHOOL

PREP	Put on protective equipment. Prepare a bucket of Jik solution by adding 100 ml of Jik to 10 litres of water.
GRIMY AREAS	Scrub with a scrub brush and soapy cleaner then wipe with a cloth: Taps, basins, soap dispensers, toilet seats, pedestal rims, and other areas with grime.
HOT SPOTS AND SEATS	Wipe with Jik solution as after breaks.
INSIDE PEDESTAL	Flush toilets: Scrub with soapy cleaner and toilet brush and flush. Add 1 cap Jik to the bowl and leave overnight. Dry toilets (if there is a liner): Scrub liner with soapy cleaner and toilet brush.
FLOORS	Pick up rubbish and put in bins. Empty bins. Sweep with broom. Mop using bucket of Jik solution (after hot spots and seats are wiped).
SUPPLIES	Restock soap and toilet paper dispensers.
FINISH UP	Rinse toilet brushes in the bucket of Jik solution. Make a fresh bucket of Jik solution and leave the mop and cloth to soak overnight. Hang up to dry in the morning.

ADDITIONAL CLEANING TO BE DONE ONCE A WEEK

WALLS	Scrub with cleaning brush and soapy solution wherever they are visibly dirty.
WINDOWS	Wash the windows and sills with a wet cloth.
RUBBISH BINS	Scrub bins with Jik solution.

Note that if Jik is mixed with urine it will produce a dangerous gas. Visible amounts of urine and faeces should be cleaned with water first and disinfectants should never be poured into pits.

2.3 Practical considerations for DIGNITY AND WELL-BEING

PREVENT THREATENING AND DEGRADING BEHAVIOUR

The toilets are often the area of the school grounds that have the least staff supervision. As a result, learners may find they can get away with a wide range of destructive, threatening or careless behaviours that can make other learners afraid to use the toilets or place them in danger if they do. Learners may be afraid to report on others' behaviour. It is essential that learners of all ages and both boys and girls are able to use the toilets without fear or anxiety. Threatening or intimidating behaviour of any kind is completely unacceptable and it is the responsibility of the school to ensure that it is eliminated. Aggressive behaviour by boys towards other boys should not be treated with greater tolerance as this creates space where some boys may be abused. At some schools learners have been reported to inhale gases from the pits (pushing a hosepipe through the bowl into the pit in the case of flush toilets) in order to get high; learners were reported to return to class in an agitated and aggressive state.

Incorporating the following practices into the management plan for toilets can help to eliminate behaviour problems:

- **Monitoring.** The Health and Safety Officer should be on duty at the toilet blocks throughout each break time, moving between the blocks to assist learners. In addition, the principal should visit the toilets at break time regularly. Staff should give special attention to monitoring ongoing problems and learners who have been causing problems as well as to supporting and protecting learners who have been the target of aggressive or unkind behaviour.
- **Passive surveillance.** The area around the toilets should be kept free of long grass or other obstructions where an attacker could hide. The teacher on duty on the playground should be alert when a problematic child or a vulnerable child visits the toilets and investigate if the child does not return to the playground in a reasonable time.
- **Reporting.** The Health and Safety Officer should discuss issues noted during break times with the Health and Safety Manager daily. Learners must be able to report threatening behaviour they have experienced or witnessed. A reporting slip can be made available in classrooms and at the admin block with a box where they can be deposited. It is important that the secretary check this box daily to ensure that issues are followed up on promptly. Learners must be encouraged frequently to report issues and issues that have been reported should be mentioned at assembly if appropriate, so that learners can see that the school has responded.
- **Consequences.** A learner who has been found to threaten or harm others in the toilets should be disciplined. It is important to remember, however, that it is a violation of a child's rights to punish them by depriving him of access to the toilets or making him clean the toilets. A group of children may also not be punished for one child's actions.

ENSURE CONDITIONS IN THE TOILETS SUPPORT DIGNITY, PRIVACY AND COMFORT

Filthy and smelly toilets are degrading to learners and are an affront to their dignity. This can compromise learners' sense of well-being at school. If learners dread using the toilets they will feel anxious which will impact their ability to concentrate, or they may avoid using the toilets completely. Feeling that their bodies are not treated with dignity when they use the toilet may impact self-esteem. Degrading conditions can lead to degrading behavior, where learners urinate or defecate on the floor or behave in a disrespectful way to each other. Destructive, threatening or careless behaviour may be motivated in part by learners feeling disrespected by degrading conditions in the toilets. Some behaviour may be an expression of anger towards the school.

- Doors must be kept in working order along with their handles and locks to ensure adequate privacy.
- Ensure adequate ventilation in terms of windows and functional vent pipes and whirly birds to reduce smells.
- Broken or stolen toilet seats and taps must be promptly replaced.
- A school may not have the budget to make major alterations to improve the atmosphere in the toilets, but a new coat of paint on the walls or floor, or some artwork, could boost learners' sense that the school cares for their needs and help them to feel comfortable and respected in the toilets.

TAKE LEARNERS' EXPERIENCE, OPINIONS AND IDEAS INTO CONSIDERATION

While using the toilet is an important part of each learner's school day, it is also the only activity which is not actively observed by staff. Staff should not assume, therefore, that they know what goes on in this "hidden" part of school life, that they understand learners' needs in the toilets, or that because learners do not articulate needs that all is well in the toilets. The private nature of using the toilet, which can be compounded by cultural taboos, as well as social and power dynamics may make it extremely difficult for learners to tell their teachers about the problems they experience in the toilets. It is vital, therefore, that staff actively solicit learners' views and opinions about the toilets and create a safe environment for them to express problems, needs or ideas. Learners, as the "experts" on their own experiences and needs, should be consulted in problem solving and design; they may be best positioned to come up with ideas and solutions that could be acceptable to learners and best meet their needs.

2.4 Practical considerations for LEARNERS WITH SPECIAL NEEDS

Young learners and learners with special needs or with characteristics that may make them the target of teasing, harassment or humiliation are particularly vulnerable when using the toilets and may try to avoid using the toilets if they find the experience distressing. In addition, some of the conditions in the toilets may pose a risk to some learners.

SUPPORTING YOUNG LEARNERS

Difficulties young learners may face include:

- The toilet seat is too big and they are in danger of falling through and into the pit.
- The toilet is too high and they can't get onto it by themselves.
- The child doesn't know how to use the toilet because they have a different kind at home or because they are expected to do their business outside at home.
- The learner is not able to manage toileting independently (e.g. cannot do up the fly and button by himself)
- Basins are too high.
- Door locks are difficult to operate.
- Older learners threaten them in the toilets.
- Learners are afraid of dark conditions, insects or other pests.
- Older learners push ahead and don't give younger learners the opportunity to use the toilets.

The following kinds of support should be provided:

- Class teachers can take the entire class to the toilet ten minutes before break or before the end of school. This has a number of benefits:
- Teachers can assist learners in using toilets that are too big for them, by lifting them on to the seat, placing a step for them, or holding their hand.
- Teachers can teach learners good hygiene practices and model these in the toilets..
- Learners must be accompanied by the Health and Hygiene Officer when going to the toilet during class time.
- Learners must be protected from bullying by older learners.
- Vulnerable learners must be given extra support to ensure their safety and psychological wellbeing in the toilets and to ensure that they don't avoid using the toilets.

SUPPORTING CHILDREN WITH PHYSICAL CHALLENGES

Children with physical challenges have the legal right to attend public school in the community in which they live. While the law now requires all new school toilets to be built with handicapped-accessible toilets, many older toilets still do not have these facilities. In addition, the range of potential physical challenges can be so great that no one design can foresee all possible needs. Some children experience a temporary disability after an injury or illness. In order to accommodate the range of abilities and limitations found among children in the school community, the following is recommended:

- Assess the learner's needs with the assistance of her family, to determine what infrastructure adaptations and support will enable her to use the toilet with the greatest possible degree of safety and independence. Adaptations could range from a ramp if steps are too difficult, a guide rail, support bars for sitting down on to the toilet and standing up, a guide rope to the toilet for a visually impaired child, or foot, knee or elbow attachments for operating taps.
- To finance these adaptations, the school should liaise with the department. The school may also have success in requesting a private business to sponsor the necessary adaptations for the child.
- If it is not possible to adapt the toilet block to the learners' needs, and the department is not able to build a universal access toilet soon enough, the learner can be allowed to use the staff toilet, if these can accommodate her.
- Any child with a special need is also entitled to assistance from staff as needed. The class teacher, Health and Safety Manager and Health and Safety Officer could rotate assisting the child to use the toilet.

SUPPORTING CHILDREN WHO ARE VULNERABLE TO ABUSE

Some children become the target of abuse or humiliation due to a characteristic that does not constitute a disability, such as:

- Children from a minority or unpopular religious, racial, language, cultural or political group, including refugees
- Children of a lower socio-economic status, including orphans
- Children with physical or other characteristics that are different or draw attention, such as a stammer, a squint, albinism, sexual orientation, wearing Islamic dress, being circumcised or not circumcised or obesity.

Such children can be particularly vulnerable in the toilets if they are unsupervised. The Health and Safety Officer should be particularly aware of who these children are and be available to support them and address issues when they use the toilets.

SUPPORTING GIRLS DURING THEIR PERIODS

Treating menstruation as a taboo subject which should not be mentioned places an enormous burden on girls to manage a part of their life which may be confusing and difficult in complete secrecy while trying to go about their school day. It is vital that principals and staff handle menstruation with an open, accepting and respectful attitude, communicating to girls and boys alike that it is a normal and natural part of school life and that girls are free to discuss their needs and are entitled to support from everyone.

Girls can face a number of problems around menstruation at school. These include:

- Having not been told about menstruation by the time their period begins and believing they are seriously ill or dying when their period starts.
- Periods starting unexpectedly during the school day, resulting in blood showing on their uniform.
- Needing to change their pad during class and being refused to “go to the toilet” by the teacher.
- Teasing or gossiping by other learners.
- Not having access to pads at home and being afraid rags will fall out of their underwear while at school or that they will bleed through onto their school dress.
- No toilet paper to wrap used pads or bins in which to dispose of them.
- Falling behind with school because of missing school due to the above reasons.
- Cramps and physical and psychological discomfort.

Girls can be supported in the following ways:

- **Education.** Provide education about menstruation to girls and boys separately in an open and respectful way. Discuss how to respect and support girls during their periods. Girls should be taught how to safely use and disposal of pads, tampons and menstrual cups and signs of infection they should watch for. They should understand that cramps are a normal part of menstruation and that they do not need to go to the clinic unless they have unusual symptoms.
- **Support.** Any learner who asks to use the toilet during class should be allowed to do so. If a learner appears to be excusing herself frequently the teacher should investigate and may also tell the girl to report to the Health and Safety Officer who will accompany her to the toilet during class. Girls experiencing cramps can be offered paracetamol and the opportunity to lie down in the sickroom until the medicine has taken effect. The Health and Safety Manager should communicate with the parents of any child who seems to be experiencing unusual difficulty around menstruation.
- **School attendance.** If a child reports that paracetamol has not alleviated her cramps, she can be allowed to go home from school. Teachers should be instructed to be observant about patterns in learner absence, and if a teacher suspects that a learner is missing school regularly due to her periods, the teacher or the Health and Safety Manager should speak to the child privately to find out what the problem is. The school should make every effort to resolve the problem in order to enable the child to attend school.
- **Provision of pads.** Girls’ families may not be able to afford pads. Homemade pads may leak or fall out, causing enormous embarrassment. For this reason, it is essential that schools provide pads to girls. This needs to be done discretely. Pads could be kept by the Health and Safety Officer and given on request to girls. Some schools have embarked on programmes where girls sew their own reusable pads at school.. It is important that girls also have access to toilet paper to wrap the pads and bins for disposal. Providing a long mirror in the girls’ toilet will also allow girls to check their uniform, alleviating anxiety about spotting.
- **Uniforms.** Girls may be very anxious about the possibility of blood spotting on their uniform. A darker uniform may be a better choice for this reason. Girls should be offered the option of wearing pants as part of their school uniform if they choose to or the dress code can be expanded to allow girls to wear uniform tracksuit pants under their dresses. This can benefit girls in other ways, for example giving them greater freedom to play and climb on the jungle gym without concern for their modesty. Keep some uniforms of different sizes (for example from the lost and found property) as well as some clean underwear available so that girls can discretely ask the Health and Safety Officer for a change of clothes. Girls should be allowed to wash their uniform and underwear discretely at a utility sink and dry it somewhere private.

GUIDELINE FOR SUPPORTING GIRLS DURING MENSTRUATION

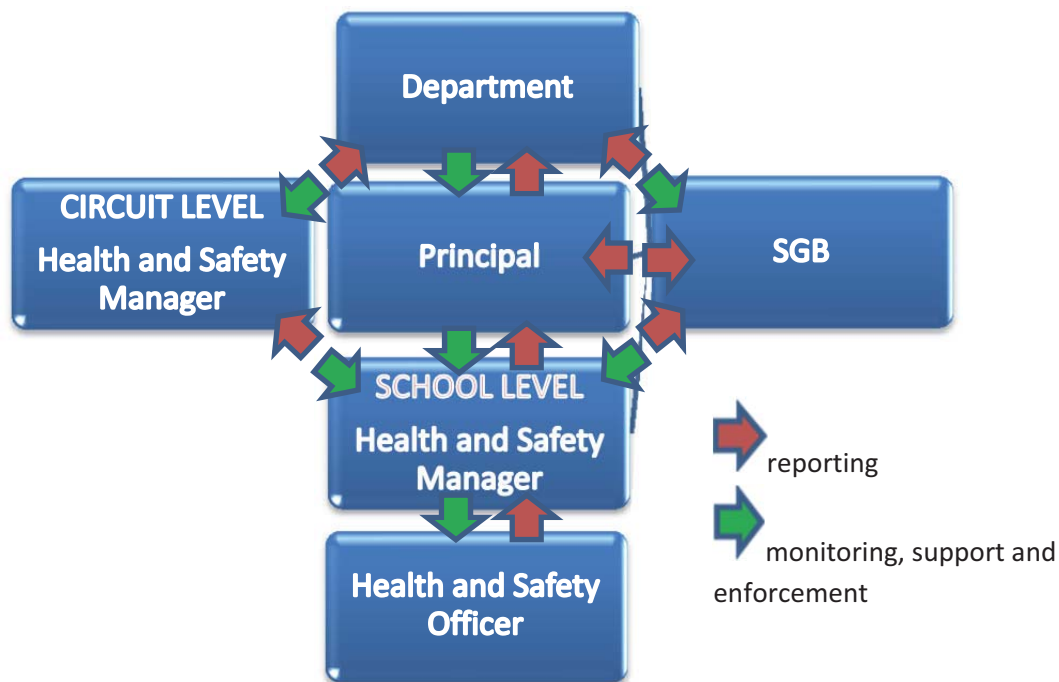
1. Establish a culture of openness and support at the school around menstruation.
2. Provide accurate education to boys and girls and give them opportunities to ask questions.
3. Provide pads discretely to girls as well as toilet paper and bins.
4. Keep extra uniforms and clean underwear available in case a girl spots on her underwear.
5. Expand the dress code to allow girls to wear dark pants or tracksuit pants when or if they choose to.
6. Provide a long mirror in the girls’ toilet so that girls can check their uniforms.
7. Provide paracetamol to girls experiencing cramps and allow them to lie down.
8. Provide a private space for girls to wash should they feel the need to.
9. Monitor absences and investigate absences that appear to be linked to periods.

3.WHO HAS RESPONSIBILITY FOR MANAGING THE SCHOOL TOILETS?

The **Department of Education**, the **principal** and the **School Governing Body** share responsibility to ensure that school toilets are managed effectively. Under the Occupational Health and Safety Act 85 of 1993 the health and safety of teachers (as employees) and learners (as individuals present in a workplace) must be protected. A **Health and Safety Manager** is required to oversee health and safety and a **Health and Safety Officer** is required to be appointed in every work place.

The National and Provincial Departments of Basic Education should provide support to the circuits, schools and SGBs in terms of standards, protocols and administrative tools, as well as include training on learners’ rights and educators’ responsibilities in sanitation in curriculum for teachers and principals. The Provincial Department should provide infrastructure to schools. Health and Safety Managers at the District Level should work with the school sanitation team (principal, Health and Safety Manager and Health and Safety Officer) to develop effective management plans for their sanitation systems and support them with training and assistance as needed, as well as monitoring and enforcing compliance. Districts should provide clear channels for schools to report and address maintenance issues. The Provincial Department should hold Circuits accountable for communication and time frames in addressing needs of schools. The Health and Safety Manager at the school level should train the Health and Safety Officer, liaise with the SGB on maintenance or other issues, and report to the principal. The Health and Safety Officer should monitor the toilets and learners during breaks, clean the toilets after breaks and after school, and promote hygiene knowledge and habits. The Health and Safety Manager should monitor the work of the Health and Safety Officer daily and inspect the toilet infrastructure weekly.

SANITATION TEAM MODEL



SANITATION TEAM ROLES

MEMBERS OF THE SANITATION TEAM AND ROLES

DEPARTMENT/CIRCUIT HEALTH AND SAFETY MANAGER	<p><i>Within the department, staff on the national, provincial, district and circuit levels should be tasked specifically with supporting schools in the management of sanitation as follows:</i></p> <ul style="list-style-type: none"> ○ Train educators in learner rights and the importance of sanitation in meeting these rights. ○ Provide administrative tools to Health and Safety Officers and Managers ○ Monitor school management of toilets and infrastructure conditions. ○ Provide clear communication channels between schools and the department. ○ Respond to infrastructure needs; respond immediately to safety threats. ○ Enforce standards and discipline staff in the case of negligence.
PRINCIPAL	<p><i>At the school level, the principal is ultimately responsible for ensuring that sanitation is managed effectively. While day to day management should be delegated to others, the principal should play the following vital roles:</i></p> <ul style="list-style-type: none"> ○ Draft a budget for school toilet management (see BUDGET MODEL). ○ Promote health and hygiene and via assembly and by visiting toilets often. ○ Promote the status of the Health and Safety Officer by giving her a platform in assembly ○ Meet monthly with Health and Safety Manager and Health and Safety Officer to review programme ○ Addresses threatening or destructive behaviour in the toilets ○ Discipline staff who take materials for learners' toilets for themselves or make learners clean toilets ○ Report routinely to SGB and Department on needs and efforts ○ Ensure learners are restricted from using infrastructure which poses a safety or health threat
SGB	<p><i>The SGB monitors that the sanitation programme is running effectively and intervenes if any other member of the team is not playing its role effectively. It handles maintenance needs, approves the budget for the programme and ring fences funds from the infrastructure budget and also works to increase the resource base of the school for sanitation.</i></p> <ul style="list-style-type: none"> ○ Takes care of minor repairs ○ Holds principal and Health and Safety Officer accountable ○ Reports to and liaises with the Department re: infrastructure needs and major repairs ○ Liaises with local government and private sector for resources and services.
SCHOOL HEALTH AND SAFETY MANAGER (STAFF MEMBER)	<p><i>An educator is appointed as Health and Safety Manager to drive management of the toilets.</i></p> <ul style="list-style-type: none"> ○ Trains and supervises Health and Safety Officer ○ Inspects cleaning of toilets daily and addresses behaviour or other issues noted by HS Officer ○ Inspects infrastructure weekly and reports maintenance needs to SGB. ○ Alerts principal of health or safety threats and closes affected area of the facilities. ○ Reports on programme monthly to principal. ○ Liaises with department for training, administrative aids and management tools ○ Promotes health and hygiene education in the school ○ With principal and SGB, develops new interventions to respond to learner needs that arise ○ Ensures cleaning supplies, hygiene supplies and protective equipment for cleaner are stocked.
HEALTH AND SAFETY OFFICER	<p><i>This person is not a traditional cleaner but is trained in disease transmission, learners' rights and assisting learners and sound cleaning and hygiene practices. She is empowered to teach and model correct toileting and hygiene practices and address behavioural issues.</i></p> <ul style="list-style-type: none"> ○ Monitors and supports learners in toilets during breaks. ○ Assists learners with special needs in using toilets and basins. ○ Cleans learner toilets after each break and after school with attention to dermal contact points. ○ Cleans staff toilets daily. ○ Ensures toilet paper, liquid soap, pads and bins are always available to learners. ○ Reports learner behaviour and infrastructure needs to Health and Safety Manager.
LEARNERS	<p><i>The toilets – and the school – exist for the learners. They are an integral part of the team and should be included in a consultative process if new facilities are being designed and to problem-solve issues that arise with sanitation. Learners must not be made to clean contaminated areas of the toilets, as this can only be done safely with individual equipment and training, but they can be involved with cleaning windows and walls and painting periodically through the year.</i></p> <ul style="list-style-type: none"> ○ Use facilities correctly and respectfully ○ Report issues ○ Participate in design and problem solving ○ Participate in care, beautification of toilets

4. **HOW** CAN WE MEET THESE REQUIREMENTS EFFECTIVELY AND SUSTAINABLY?

Having identified the key business of a sanitation programme and the team members who will manage it, it is important to develop a detailed plan for carrying it out.

The standard provided in Section 2 can be implemented through 5 key activities, as shown in the figure below.



4.1 A PLAN FOR MANAGING THE TOILETS

SANITATION MANAGEMENT IMPLEMENTATION PLAN

LAUNCH / ANNUAL

Provide tools & training for standards, inspections, reporting & education.	Department
Ensure adaptations are in place for learners with physical challenges	H&S Manager, SGB, Dept
Modify stalls for young learners if necessary	H&S Manager, SGB, Dept
Explain management program, correct use of toilets, rights & responsibilities, safety issues & behaviour expectation to learners & staff	H&S Manager
Present Health and Safety Officer as authority figure to learners	Principal
Demonstrate correct use of toilets & effective hygiene practices to learners	Health and Safety Officer

DAILY CLEANING AND SUPPORT

Clean facilities and disinfect "hot spots" after each break and after school	H&S Officer
Watch for safety issues immediately	H&S Officer
Provide hygiene supplies to learners and staff	H&S Officer
Be present in toilets during break: address behaviour issues and report to HSM, teach learners effective hygiene practices, assist and support vulnerable learners when using the toilet	H&S Officer
Accompany Grades R-3 to the toilet if toilets are not safe for them	Staff
Monitor cleaning	H&S Manager

WEEKLY

Inspect infrastructure and report maintenance issues to SGB	H&S Manager
Report significant maintenance needs to Dept; report safety issues immediately	SGB
Carry out small repairs	SGB
Communicate with SGB re needs and maintenance	Department

MONTHLY

Manage stock for hygiene supplies, cleaning supplies & protective equipment Report to principal on status & issues with regard to school sanitation	H&S Manager
Inspect infrastructure & cleaning; address management challenges & negligence	H&S Manager
Promote hygiene and care of toilets in assembly	Principal
Inspect infrastructure and cleaning	Principal

QUARTERLY

Inspect infrastructure; address management challenges and negligence	Department
----------------------------------------------------------------------	------------

ONGOING

Give clear direction to learners re vandalism, theft, bullying and abuse	Principal/HSM/HSO
Discipline learners participating in vandalism, theft, bullying or abuse	Principal
Maximise safety of school grounds (no access to trespassers, no long grass)	H&S Manager / SGB
Reduce sight & smell of sludge by timely desludging, adequate ventilation	H&S Manager / SGB
Invest in small interventions and engage learners to beautify toilets	H&S Manager / Staff
Staff visit and use learner facilities occasionally	Principal / staff
Engage learners re needs and ideas re toilets	Staff
Advocate to local government for needs (e.g. water)	SGB
Build relationships with businesses and the community for sponsorship of renovations and supplies	SGB

AS NEEDED

Report incidents of gross contamination to Health & Safety Manager; disinfect	H&S Officer
Restrict access to unsafe or contaminated areas until disinfected	H&S Manager
Reduce sight & smell of sludge by timely desludging, adequate ventilation	H&S Manager / SGB

SNAPSHOT OF THE PROGRAMME

Together the principal and SGB draft a budget for the management of the toilets. The principal appoints a staff member to serve as a Health and Safety Manager. This person oversees the cleaning of the toilets, handles minor maintenance issues, reports major maintenance issues and promotes health and safety in the school environment and among the learners. A member of the SGB is tasked with following up maintenance issues reported by the Health and Safety Manager. The Health and Safety Manager hires a Health and Safety Officer. This person is not a traditional cleaner but is trained in disease transmission, learners' rights and assisting learners and sound cleaning and hygiene practices. She/he assists learners during break time with toileting (for small learners or learners with physical challenges), with providing hygiene materials (toilet paper, soap and pads), behaviour management and with promoting good practices for hygiene and body care. The Health and Safety Officer cleans the toilets three times per day: after both breaks and after school, paying special attention to the "hot spots" where diseases are transmitted most easily. The school secretary is tasked with inspecting and signing off on cleaning after breaks and the Health and Safety Manager does so at the end of the day. The Health and Safety Officer also reports behaviour, supplies and maintenance issues in the toilets to the Health and Safety Manager at the end of the day. The Health and Safety Manager inspects facilities for safety and maintenance issues on a weekly basis and initiates action. The principal reviews issues and actions with the Health and Safety Manager on a monthly basis and escalates issues which have not been able to be resolved with the SGB. The principal, Health and Safety Manager and Health and Safety Officer promote hygiene and care of toilets regularly at assembly and commend learners for keeping their facilities in good condition.

PREPARING THE SCHOOL FOR A NEW START

- 1) All members of the sanitation team should familiarise themselves with the requirements of the programme by reading through this entire package.
- 2) **The principal and SGB should draft a budget** to cover all needs of the programme. A draft budget can be found in Section 4.2
- 3) **The principal should appoint a staff member to serve as Health and Safety Manager.** This person will liaise with the Circuit Health and Safety Manager, supervise the Health and Safety Officer, report maintenance needs to the SGB, report on the programme to the principal and engage with learners regarding sanitation and hygiene knowledge and behaviour.
- 4) **The Health and Safety Manager should hire a Health and Safety Officer.** This person should have the following qualities:
 - Physically able to do cleaning tasks and assist learners with toileting.
 - Supportive and caring of learners, willing to help young learners or learners with physical challenges if they need help in the toilets or if they have an accident.
 - Able to follow protocol independently and record work and issues accurately.
 - Able to teach learners good hygiene practices and give them feedback about behaviour issues.
 - Willing to become a passionate champion of sanitation at the school, going beyond the basic duties to promote healthy habits.
- 5) The Health and Safety Officer should purchase the necessary safety equipment for the Health and Safety Officer, and adequate cleaning and hygiene stock to launch the programme.
- 6) **The Health and Safety Manager should train the Health and Safety Officer** using Training Package provided at the end of this manual. Do not allow the Health and Safety Officer to begin work until she has shown she understands all the training material and can complete the cleaning protocol accurately.
- 7) The sanitation team should prepare the sanitation facilities for beginning the programme. Ideas for this are provided in Section 4.3.
- 8) **Prepare the staff and learners.** Address the learners about the plans for the toilets, your role and the role of the Health and Safety Officer. Stress the importance of clean and safe facilities for both physical and psychological health. Build a sense of ownership by involving learners and staff in fundraising for renovation of the facilities and by holding a competition for artwork to go in the toilets.
- 9) **Launch the management programme.** Ideas for this are provided in Section 4.3.

KEEPING THINGS RUNNING SMOOTHLY

Once the new management programme has been launched, the Health and Safety Manager will do the following to maintain it.

1) Supervise daily cleaning

The Health and Safety Officer will clean the toilets every day after first and second break and after school. To reduce the time commitment for the Health and Safety Manager, she can train the secretary to inspect the cleaning after break time. The Health and Safety Manager should inspect the cleaning after school, checking that the toilets are clean and check that the secretary has signed off after first and second break and reviewing any issues which the Health and Safety Officer has reported on the reporting form.

2) Conduct weekly inspection

The Health and Safety Manager will inspect the toilet infrastructure on a weekly basis as follows:

- Carefully inspect each toilet block and note anything which needs attention on the **Weekly Infrastructure Inspection** form.
- Review the **Cleaning and Reporting Checklist** for the week that has finished and discuss any issues with the Health and Safety Officer.
- Log maintenance needs on the **Register of Maintenance Needs** and report to the SGB rep
- Order stock that is needed (cleaning, safety and hygiene materials)

3) Meet monthly with principal and SGB representative to address the follow:

- Report on cleaning, learner needs and behaviour to principal
- Review progress on maintenance issues
- Action items that need to be reported to DoE
- Report on expenditure for stock and request funds for planned expenditure.

Promote a culture of health and safety

- Provide short talks or activities on health, hygiene and safety topics at assemblies on a monthly basis.
- Give feedback, advice and praise to learners on issues encountered in the toilets through assemblies. Give the Health and Safety Office a role in this to promote the status of her position as a mentor.

4.2 THE TOOLS TO DO THE JOB

This section provides the following administrative tools that will be needed for running the management programme. These can be developed or adapted for your individual school as needed.

ADMINISTRATIVE TOOLS AND RESOURCES NEEDED FOR MANAGING SANITATION

ADMINISTRATIVE TOOLS

Budget model and worksheet

Daily cleaning checklist

Weekly infrastructure inspection checklist

Register of maintenance needs

Learner reporting form

POSTER FOR TOILETS

How diseases are transmitted

Cleaning protocol poster

Learner rights poster for toilets

Note: Health and hygiene education materials should be developed by the DBE with support from the Department of Health

School sanitation budget and costing model for 500 learners

Item	Calculation	Cost (R)	Unit	Quantity/yr	R/yr	R/month
HEALTH AND SAFETY OFFICER						
HSO salary	5 days per week from 9 to 3, 200 days/year	R 150	day	200	R 30 000	R 2 500
CLEANING AND HYGIENE SUPPLIES						
HSO safety	Gloves	R 30	pair	24	R 720	R 60.00
	Boots	R 150	pair	1	R 150	R 12.50
	Mask	R 50	pack	1	R 50	R 4.17
	Overalls	R 160	pair	0.25	R 40	R 3.33
	Deworming tablets	R 20	dose	2	R 40	R 3.33
		20 litres / month	R 10	litre	144	R 1 440
Cleaning supplies	Soapy cleaner	R 11	litre	55	R 605	R 50.42
	Cleaning cloths	R 20	pack	11	R 220	R 18.33
	Mop	R 20	mop	3	R 60	R 5.00
	Bucket	R 25	bucket	3	R 75	R 6.25
	Scrub brush	R 5	brush	6	R 30	R 2.50
	Toilet brush	R 12	brush	15	R 180	R 15.00
	Bin bags	R 2	bag	200	R 400	R 33.33
	Liquid hand soap	R 150	bottle	10	R 1 500	R 125.00
	Toilet paper	R 1.1	roll	5500	R 5 940	R 495.00
	Pads	R 2	pad	875	R 1 750	R 145.83
Cleaning and hygiene supplies subtotal						R 1 100
GRAND TOTAL					R 43 200	R 3 600

School sanitation budget and costing worksheet for _____ learners

Item	Calculation	Cost (R)	Unit	Quantity/yr	R/yr	R/month
HEALTH AND SAFETY OFFICER						
HSO salary	Salary					
CLEANING AND HYGIENE SUPPLIES						
HSO safety	Gloves					
	Boots					
	Mask					
	Overalls					
	Deworming tablets					
Cleaning supplies	Bleach cleaner					
	Soapy cleaner					
	Cleaning cloths					
	Mop					
	Bucket					
	Scrub brush					
	Toilet brush					
	Bin bags					
Hygiene supplies	Liquid hand soap					
	Toilet paper					
	Pads					
Cleaning and hygiene supplies subtotal						
GRAND TOTAL						

TOILET DAILY CLEANING CHECKLIST (Front)

Date	Monday			Tuesday			Wednesday			Thursday			Friday		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Day															
Session															
Outdoor taps															
Tap handles															
Basins															
Doors & locks															
Toilet seats															
Toilet bowls															
Floors															
Walls															
Windows															
HSM/Secretary															
HSM/Secretary															

Check as things are cleaned

**NOTE: 1 is after the first break, 2 is after the second break, 3 is after school*

TOILET DAILY REPORTING CHECKLIST (Back)

Date	Monday		Tuesday		Wednesday		Thursday		Friday	
Day	Issue	Resolved?	Issue	Resolved?	Issue	Resolved?	Issue	Resolved?	Issue	Resolved?
Broken/ stolen										
Behaviour										
Equipment										
Signs	HSO									
	HSM/Secretary									
Report issues each day										

SCHOOL TOILETS REPORT FORM
What is the problem?
Where is the problem? (Which toilet block/stall)
Your name and class (you don't have to give this)
<i>Thank you for taking good care of your toilets!</i>

SCHOOL TOILETS REPORT FORM
What is the problem?
Where is the problem? (Which toilet block/stall)
Your name and class (you don't have to give this)
<i>Thank you for taking good care of your toilets!</i>

SCHOOL TOILETS REPORT FORM
What is the problem?
Where is the problem? (Which toilet block/stall)
Your name and class (you don't have to give this)
<i>Thank you for taking good care of your toilets!</i>

SCHOOL TOILETS REPORT FORM
What is the problem?
Where is the problem? (Which toilet block/stall)
Your name and class (you don't have to give this)
<i>Thank you for taking good care of your toilets!</i>

Protect yourself from diseases!



Poo contains germs and worm eggs.



When you make a poo, germs can get on your hands or the toilet seat. They are too small to see.



From our hands germs can spread to flush handles, door handles and tap handles. When you touch these things you can get other people's germs on your hands.



From there you can get them on your food or your friend's hand.



Once they go into your mouth they can start to make you sick.

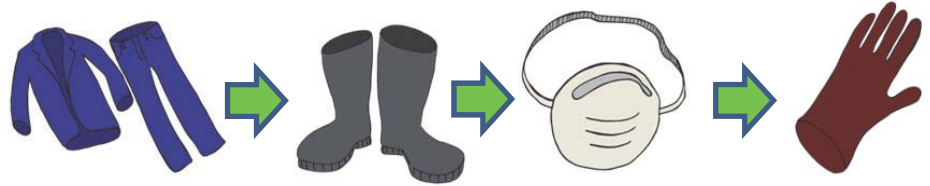
Make sure you scrub your hands well with water & soap!



CLEANING THE SCHOOL TOILETS AFTER BREAKS




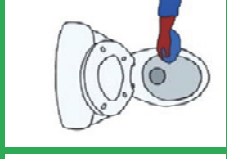
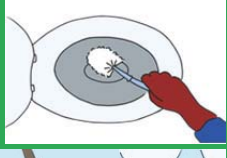

PREPARING FOR CLEANING

PUT ON YOUR
SAFETY EQUIPMENT
IN THIS ORDER



Prepare a 20 litre bucket of water. Add 200 ml Jik.

Prepare a 10 litre bucket of water. Add enough soapy cleaner to make bubbles.

	OUTSIDE TAPS Wipe with a wet Jik cloth.
	INSIDE TAPS AND BASINS Wipe with a wet Jik cloth.
	DOOR HANDLES, FLUSH HANDLES AND LOCKS Wipe with a wet Jik cloth.
	TOILET SEATS AND RIMS Wipe with a wet Jik cloth AFTER other surfaces.
	SCRUB INSIDE PEDESTAL with soapy cleaner and a brush.
	PICK UP RUBBISH and put in bins. SWEEP with broom. MOP with Jik cleaner.

FINISHING UP



RINSE the cleaning cloth, mop and bucket at a drain and **DRY** in the sun.



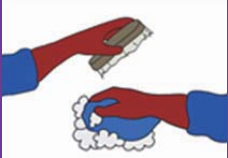
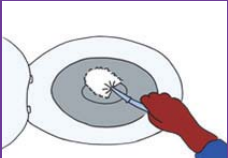



DO NOT pour cleaning water into the toilets.

CLEANING THE SCHOOL TOILETS AFTER SCHOOL

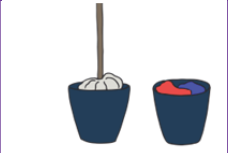
PREPARING FOR CLEANING

PUT ON YOUR SAFETY EQUIPMENT




Prepare Jik solution and soapy solution.

	Scrub these surfaces with a brush and soapy solution, and wipe with a cloth: OUTSIDE TAPS, INSIDE TAPS AND BASINS, DOOR HANDLES, FLUSH HANDLES AND LOCKS
	↓ SCRUB INSIDE PEDESTAL with soapy cleaner and a brush. For flush toilets, flush and add some Jik to soak until you are done. Then flush again.
	↓ EMPTY RUBBISH BINS.
	↓ SWEEP with broom. MOP with Jik cleaner.
	↓ RESTOCK soap and toilet paper dispensers.

FINISHING UP

	MAKE A FRESH BUCKET OF JIK SOLUTION and leave the mop and cloth to soak overnight. DRY in the sun in the morning.
-------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------

EXTRA CLEANING ONCE A WEEK

	WALLS Scrub with cleaning brush and soapy solution wherever they look dirty.
	WINDOWS AND SILLS Wash with a wet cloth.
	BINS Scrub with Jik solution.

YOUR RIGHTS IN THE TOILETS

You have a right to toilets that are **safe**

You have a right to toilets that are **clean**

You have a right to **privacy**

You have a right to **toilet paper**

You have a right to **soap** to wash your hands

You have a right to have **help from an adult**
if you are afraid

YOUR RESPONSIBILITIES IN THE TOILETS

Clean up after yourself

Don't damage anything

Don't steal anything

Don't use more toilet paper or soap than you need

Report if toilet paper or soap is finished

Report any bullying

Report any behavior against the rules

Report any damage, blockages or leaks

Report any theft

Don't write on the walls



4.3 SCHOOL TOILET LAUNCH

Before launching your new management programme, get the toilets into the best condition you can. Once repairs have been done by the SGB and a deep clean has been done by the Health and Safety Office, you can dedicate a morning in which all staff and learners work together to equip and beautiful the facilities. Staff and learners working together on this will stress to learners the importance that sanitation and hygiene has in their lives and will help to build their sense of ownership of the toilets. It's important that they are not required to work with germs without protection though. It's also important that staff model to learners that toilets are a priority to them, that they care about learners' needs and that they are willing to do some dirty work to make the school a better place. For this reason, on clean-up day staff should clean contaminated surfaces like toilets, handles and basins using gloves and learners should clean walls and windows and do painting and beautification. Here are some ideas to get you started.

MAKE THE TOILETS SAFE AND DECENT

Get the facilities into the best condition you can as follows:

- Use the **Weekly infrastructure Inspection** sheet to do an audit of the facilities and identify needed repairs.
- Rank your maintenance needs by priority, putting safety issues first, leakages second and dignity issues third.
- Enlist the SGB to assist you with obtaining quotes for the work and prices for parts.
- Make up a spreadsheet of your needs and the associated costs, like this:

Item	Supplier	Cost
Replace 5 toilet slabs	Zuma construction	
8 toilet seats	Save Hardware	
4 tap handles	Save Hardware	
10 washers	Save Hardware	
3 doors	Save Hardware	
40 litres of paint	Save Hardware	
TOTAL		

- Meet with the principal and SGB rep to discuss your needs and availability of funds.

Some ideas for obtaining funds:

- Approach local businesses with the breakdown of costs and ask for a sponsor. You could offer that they could put their logo somewhere at the school.
- Approach suppliers and ask for donations of supplies or discounts. They could display their logo at the school.
- Approach skilled parents or members of the community to donate their skills.
- Consider doing a fundraiser. For example, you could run a raffle with tickets for R5, encouraging learners to have their neighbours sign up. Choose a raffle item with broad appeal to the value of R400, and give R50 vouchers to the 3 learners who sell the most raffle tickets. You may be able to raise a few thousand rand.
- Have the SGB oversee maintenance.

DEEP CLEAN THE TOILETS

While it is not appropriate to have learners clean areas which may have germs, they could be included in the deep clean process by scrubbing graffiti and dirt off the walls with scrub brushes, wipe the walls and wash the windows.

Staff can be asked to assist with cleaning the dirty areas of the toilets if gloves are purchased for them. Take the staff through the cleaning protocol so that they know what needs to be cleaned and how, and so that they can help to monitor correct cleaning in the future. Give each staff person a pair of rubber gloves. Have the staff scrub the toilets, handles and basins.

MAKE THE TOILETS AS BEAUTIFUL AS YOU CAN

Once your toilets are clean and, do what you can to make them attractive and pleasant.

If you have a little bit of money you can use, here are some ideas:

- Give a fresh coat of paint to the areas that need it most.
- Buy a mirror for each toilet block. If you can get a full length mirror it will be nice for the girls to be able to check their dresses.
- Do something artistic in the toilets. You could do this in a way that involves the learner and builds their excitement and ownership of the toilets. Some ideas:
- Run a competition in the school for an inspiring statement to be painted in each toilet. Boys could have a competition for boys' toilets and girls for girls'. Learners could submit either a famous quote they find on the internet or in a book, or they could write something themselves. Then all the boys could vote to select the one for their toilets, and the girls for theirs. Some examples:

You are beautiful, girl!! (painted over the basins or mirror).

You are handsome, dude!!

Wash your hands – Mom said so!

Can you see the leader in me?

Let your dreams grow wild

- Have older learners paint a mural in the toilets or paint decorative designs on the stall doors. The design for the mural could be done as a competition as well.

There are some examples of what some schools have done on the next page.

EQUIP THE TOILETS

Involve the learners in putting up posters, distributing bins, toilet paper and soap in the toilets.

HAVE AN OPENING CEREMONY OR PARTY

At this ceremony, explain to learners and staff how the new management programme will work. Explain the roles of each player in the sanitation team and what their rights and roles are.

Show learners how to use the reporting form to report problems with infrastructure, management or behaviour.

Making the toilets the focus of pride and celebration will show the learners that the toilets are important. Some ideas:

- Provide cake and juice to the learners
- Put balloons up in the toilets
- Have a ribbon cutting ceremony, with one girl cutting the ribbon across the girls' block and one for the boys' block.
- At this ceremony have the kids and staff take a pledge (learners could be involved in writing the pledge):

I want our school toilets to be safe and comfortable.

I will do my part to take good care of our school toilets.

I will clean up after myself.

I will not break or steal anything in the toilets.

I will not write on the walls.

I will always turn off the taps.

I will let younger children go ahead of me in the toilets.

I will give others privacy and respect in the toilets.

I will report any problems in the toilets.

Together, we can make our school beautiful!

Examples of ideas other schools have used to beautify their toilets



4.4 FUNDING THE MANAGEMENT OF SCHOOL SANITATION

Many principals report that the department does not provide them with adequate funds to hire a cleaner or buy health and hygiene materials. The Department, in turn, states that principals and SGBs are responsible for allocating funds from the Infrastructure Budget for sanitation management. Raising the funds you need may require multiple approaches, which can be spearheaded by the SGB. Some ideas:

- Ring-fence an adequate amount from your Infrastructure budget before making other allocations. The toilets are the aspect of the school infrastructure with the greatest potential to put the health, safety – and even lives – of learners at risk. It must be addressed with the greatest seriousness.
- Identify a list of parents with skills who could be asked to assist with repairs and maintenance at no charge from time to time.
- Engage businesses to partner with the school to fund specific projects, the Health and Safety Officer's salary, hygiene supplies or general maintenance as part of their social responsibility. Some schools have had good success with this. Members of the SGB or parent body could be tasked with this.
- Leverage pressure on your circuit manager to come and see your sanitation needs and advocate for more funding for your school.
- Some schools have had success with a model of buying toilet paper in bulk and selling it to the community to raise funds for sanitation.
- Continue to engage the department to provide more funding for management of toilets.
- If the families of your learners have the resources, ask families to support school sanitation with in-kind contributions of toilet paper or Jik.
- At some schools the toilets are cleaned by a roster of family members or community members who volunteer for no pay. See if this model could be feasible at your school. If it is used each person involved in cleaning must be fully trained using the Training Package in Section 5.

A budget model is provided in Section 4.2

5. TRAINING PACKAGE

TRAINING THE HEALTH AND SAFETY OFFICER

The trainee must complete this course and be certified before beginning the job.

How to conduct this training:

1. Follow the training programme step-by-step and go through each section in detail with the trainee. Do not leave anything out. Ask questions often to ensure the trainee understands the information.
2. After each section there is an oral test. Ask the trainee the questions and write the answers down. The trainee must get all the answers correct to pass the test. If the trainee doesn't pass, review the material again and repeat the test until the trainee is able to pass the test with all the answers correct.
3. After the section on cleaning there is a practical test in which the trainee must demonstrate the cleaning protocol correctly. Repeat this as many times as necessary until the trainee is able to complete all steps accurately.
4. After the course is completed, give the trainee the course certificate and a copy of the training materials so she can review them whenever needed.

The training package includes the following material:

CONTENTS OF TRAINING PACKAGE	PAGE
PART 1: YOUR RESPONSIBILITIES AND RIGHTS	2
A: Your responsibilities	2
B: Protecting your rights	3
C: Part 1 TEST	4
PART 2: HELPING AND PROTECTING LEARNERS IN THE TOILETS	5
A: Helping learners with special problems	5
B: Teaching children good habits	6
C: Protecting safety	7
D: Part 2 TEST	8
PART 3: PROTECTING LEARNERS FROM ILLNESSES	9
A: Understanding how illnesses are spread in the toilets	9
B: Teaching learners how to stay clean and healthy	11
C: Learning to see the school environment through the lens of learners' rights	11
D: Keeping the toilets clean and healthy (CLEANING PROTOCOL)	12
E: Part 3 TEST	16
PART 4: ADDRESSING AND REPORTING PROBLEMS	17
A: Damaged toilets	17
B: Behaviour issues and learners' needs	18
C: Equipment	18
D: Handling emergencies	20
E: Part 4 Test	21
CERTIFICATE OF COMPLETION	22

PART 1: YOUR RESPONSIBILITIES AND RIGHTS

A. YOUR RESPONSIBILITIES

Your job is to **PROTECT 4 IMPORTANT RIGHTS OF LEARNERS** when they use the toilets:

1. Their right to be SAFE.

You must make sure learners never use a toilet that could be dangerous to them.

Learners must not be threatened by other learners, animals or other people when they use the toilets.

2. Their right to be HEALTHY.

You must keep the toilets clean so that diseases don't spread; the places they touch are the most important.

3. Their right to be treated with DIGNITY.

The toilets must be clean, private and nice so that learners do not feel bad when they use them.

4. Their right to have HELP WITH ANY SPECIAL NEEDS.

You must help any child who is afraid, or small or has any difficulties using the toilet.

You must treat the learners in a caring way so that they will feel comfortable to come to you if they need help.

To protect the learners' rights **YOUR JOB HAS 3 MAIN TASKS:**

1. HELP AND PROTECT LEARNERS IN THE TOILETS

- Move between the toilets during breaks so learners can find you if they need you.
- Make sure the toilet blocks are in safe condition.
- Help small children who may not know how to use the toilets by themselves.
- Help small children who could fall into the toilet.
- Monitor children using the toilets during class time.
- Help children with physical challenges, girls having their periods or anyone else who needs help.
- Protect learners from the bad behaviour of other children.
- Make sure the children always have toilet paper and soap. Give girls pads when they need them.
- Teach children good habits for health and safety.

2. CLEAN TOILETS AND OUTDOOR TAPS 3 TIMES PER DAY

- Clean after both breaks and after school has finished.
- Pay special attention to cleaning surfaces that learners touch with their hands.

3. ADDRESS AND REPORT PROBLEMS IN TOILETS

- Report anything dangerous in the toilets.
- Document your cleaning and any problems after breaks and after school.
- Report equipment supplies and hygiene supplies that are running low.
- Report behaviour problems noticed in the toilets.
- Raise problems or ideas and praise learners when problems improve at school assemblies.

You will learn how to do each of these things in this training.

Do you have any questions?

B. PROTECTING YOUR RIGHTS

YOUR RIGHTS

These are your rights while you are working and the school must make sure they are taken care of.

- You have the right to **complete this training** course given by the Health and Safety Manager.
- You have the right to **protective equipment**, including boots, gloves, masks and overalls.
- You have the right to **proper cleaning equipment**, including mops, brooms, buckets, toilet brush, cloths, scrubbing brush and Jik.
- You have the right to **deworming medicine** every 3 months if you would like it.
- You have the right to **stop working when any safety equipment becomes damaged** and then to begin again once these are replaced.

KEEPING YOURSELF SAFE AND HEALTHY

While you are cleaning the toilets, you might face some dangers to your health and safety. Here are the dangers and how you can protect yourself.

- **Some places in the toilets could have been touched by faeces on people's hands. If you touch these places, you could get diseases such as diarrhoea and worms.**
 - **WEAR GLOVES TO PROTECT YOURSELF.**
Make sure you always have spare gloves in case your gloves tear.
 - **NEVER TOUCH DIRTY SURFACES WITH YOUR HANDS AND THEN PUT ON YOUR GLOVES.**
This will put germs inside your gloves that will keep getting on your hands.
 - **WASH YOUR HANDS AFTER CLEANING.**
 - **TAKE DEWORMING MEDICATION EVERY 3 MONTHS.**
This will kill worms in your body if you have gotten any infections.
- **If you breathe cleaning chemicals into your lungs they could hurt you.**
 - **WEAR A MASK TO PROTECT YOURSELF.**
 - **DO NOT USE STRONG CHEMICALS LIKE JEYES FLUID** (you must never use this if you are pregnant or breastfeeding)
 - **DO NOT MIX CHEMICALS WITH URINE AND FAECES AS IT CAN CREATE A POISONOUS GAS.**
Don't pour Jik into flush toilets that have urine or faeces in the bowl.
Don't pour cleaning water or chemicals into the pit.
Wipe up visible faeces or urine on the toilet or floor before cleaning with Jik.
Keep doors and windows open while you clean to allow enough fresh air in.
- **The cleaning chemicals might get on your skin.**
 - **WEAR OVERALLS, GLOVES AND BOOTS TO PROTECT YOURSELF.**
- **Finally, if a toilet or the floor around a toilet becomes loose, weak or broken, it could fall into the pit while you are cleaning it and you could fall in.**
 - **REPORT ANY TOILETS OR FLOORS THAT ARE BECOMING WEAK OR DAMAGED TO PROTECT YOURSELF AND THE LEARNERS.**

Do you have any questions?

C. PART 1 TEST

Question (read this aloud)	Health and Safety Officer's Answer (write answer here)	Correct Answer (check answer)	Passed?
1: What are the 4 rights of learners which you must protect?		Safety, health, dignity, right to special care for special needs	
2: What are the 3 things you must do in your job as Health and Safety Officer?		1. HELP and PROTECT learners in the toilets 2. CLEAN toilets and outdoor taps 3 times per day 3. ADDRESS AND REPORT problems in the toilets	
3: How often must you clean the learners' toilets?		3 times each day	
4: As Health and Safety Officer, what safety equipment do you have a right to?		Gloves, boots, overalls, mask	
5: As Health and Safety Officer, what cleaning equipment do you have a right to?		Mops, brooms, buckets, toilet brush, cloths, scrubbing brush, Jik, soapy cleaner	
6: If you do not have proper safety equipment, what should you do?		Stop working until you have it.	
7: What are the dangers you might face on the job and what can you do to protect yourself?		1 - Touching germs in faeces - gloves 2 - Inhaling cleaning chemicals - mask 3 - Skin contact with cleaning chemicals – overalls, mask, gloves 4 - Toilets or floors collapsing – report any damage or weaknesses.	
Do not check this box until all questions have been answered correctly. If the trainee showed difficulty remembering or understanding any section, review that section of the material again and return to the question. Do this as many times as needed until all areas are mastered.			

PART 2: HELP AND PROTECT LEARNERS IN THE TOILETS

You are the main person to help and protect learners in the toilets. This will happen mostly at break times and right after school, but also during class time when learners visit the toilets on their own. You must make sure the learners face no dangers in the toilets from the toilets themselves or from other learners.

During break, you will need to move between the toilet blocks to make sure learners are safe and that anyone who needs help can find you. You must also make sure that they have everything they need for being clean and that any problems are addressed immediately. Your job is also to teach them good habits for staying clean and healthy.

A. HELPING LEARNERS WITH SPECIAL PROBLEMS

Some learners need extra help in the toilets. Let's look at some of the special needs that learners may need your help with.

MENSTRUATING GIRLS

Sometimes girls stay home during their periods because the toilets are so dirty or because they are not private enough or because their families can't afford pads. This is a big problem because then they will fall behind in school. If you notice that a girl seems to be missing school during her periods you must let me know. Your job is to make sure girls have the things they need to feel comfortable at school during their periods. Here are some of the ways you can support girls during their periods:

- Girls need **pads, bins, toilet paper**, and **privacy** in order to manage their periods. Make sure these things are always available.
- If any girl leaves pads on the floor, blood on the toilet seat or blood in the toilet speak to her privately so that she does not feel embarrassed and show her how to take care of her periods cleanly.
- Wash and dry some clothes of different sizes from the lost and found and keep them in your store room to lend to girls in case they get blood on their underwear or uniforms. If there are no underwear in the lost and found, let me know and we will buy some.
- If girls need to wash themselves or their clothes at school we will give them a private place to do that and to hang their clothes to dry.
- Tell the girls that they can talk to you if they have any problems with their periods. Girls may feel uncomfortable telling their teacher that they are feeling pain or having problems because of their periods. You can support the girls by talking to the teacher for them if they need pain medicine or they need to lie down.
- Let me know if any learners are teasing girls during their periods or trying to watch them while they change their pads.
- Speak to the learners during assembly about the problems you notice girls facing during their periods so that everyone will understand what girls experience and so that everyone will feel more comfortable talking about these issues.

SMALL LEARNERS

Small children can face many problems in the toilets. These include:

- The toilet seat is too big and they are in danger of falling through and into the pit.
- The toilet is too high and they can't get onto it by themselves.
- The child doesn't know how to use the toilet because they have a different kind at home or because they are expected to do their business outside at home.
- The learner is not able to manage toileting independently yet (e.g. cannot do the button by himself)
- Basins are too high.
- Door locks are difficult to operate.
- Older learners threaten them in the toilets or don't allow them to use the toilets.
- Learners are afraid of dark, dirty toilets, insects or other pests.

These are things you can do to support small children in the toilets:

- Teach children how to use the toilets correctly: To wipe the seat if needed, how to wipe their bums with enough toilet paper so they don't get poo on their hands, how to operate the type of toilet (e.g. flush), to check the seat when they are finished and wipe it if it is dirty.
- Teach children that if they find poo on the seat or leave poo on the seat they should call you so that you can clean it for them with the right materials.
- Teach children how to wash their hands properly and turn off the taps tightly.
- If the **seats are too big**, you will need to stay close to small learners when they use the toilet to keep them safe. You can hold the child's hand while they use the toilet if they prefer that, or stay nearby outside the stall and make sure they are okay.
- If the **seats are too high** off the ground, they should use the small stools provided in some of the stalls to help them get on the toilet without placing their hands on the seat. This can also help them to be stable while using the toilet.
- If the **basins are too high** for small learners to reach, they might make a mess with the water in the basins or not wash their hands at all. Ask me for small stools for the small learners if they are having problems.
- Small learners are sometimes **bullied** by bigger learners. Go into both boys and girls toilets often during break to make sure younger children can use the toilet safely without any problems. Stop any children who are bullying others and report them.

LEARNERS WITH PHYSICAL CHALLENGES

Schools are required by the law to accept any learners with physical challenges in toilets. If a child has any physical problems that make it difficult to use the toilet, you will need to help them. You should always let them do as much as possible for themselves, and only help them with things they would like help with and which they can't do for themselves. If you are not sure how to help them or if you can think of something the school could do to make it easier for them, please tell me, the Health and Safety Manager.

OTHER LEARNERS WHO ARE VULNERABLE

Learners must feel safe and happy at school so that they can learn well. Sometimes the toilets are the scariest place at school. Your job is to look for anything that could make them feel afraid or uncomfortable and try to solve this problem. Tell me (the Health and Safety Manager) so we can look for ways to solve the problem together. Sometimes a child might need to be alone in the toilets for a few minutes if he or she is feeling sad or worried or sick. Be aware of children like this and help them have some privacy. Also be aware if a child is in a crisis and might hurt themselves, and stay close in case they need help. Also, some children are targeted for bullying. This could be because there is something different about the way they look, their family, or something else about them. These children need special support and you should always watch for them and be sure they are not bullied in the toilets.

B. TEACHING CHILDREN GOOD HABITS

You can play a very important role in learners' lives by teaching them how to protect their health and safety and how to care for the toilets on a daily basis. The things you teach them about keeping their environment clean and beautiful and taking care of their bodies they will take home to their families and keep through their lives when they grow up. Here are some of the ways:

- **Show learners the correct way** when you see them doing something that is bad for their health (for example, not washing hands with soap) or damages the toilets (e.g. Not flushing, or slamming doors).
- **Have conversations with learners** about how to stay healthy and discuss their questions and problems.

C. PROTECTING SAFETY

Learners can face dangers in the toilets both from problems with the toilets themselves and from other learners.

DANGEROUS TOILETS

While you are cleaning you should always watch for anything that could be dangerous in the toilets. One of the biggest dangers with pit toilets is that the child could fall inside. Always watch for these problems and report immediately to me if you see them:

- Cracks or holes in the floor around the toilets.
- Loose pedestals.
- Pit access covers that are missing, not covering properly or starting to break.
- Roof starting to break.
- Snakes or other animals which could be dangerous.

DO NOT ALLOW ANY CHILD TO USE A TOILET THAT IS LOOSE OR THE FLOOR AROUND IT IS BREAKING.

Close that toilet with tape or cover the toilet with a rubbish bag and explain to learners.

THREATS FROM OTHER LEARNERS

Learners can face very serious threats from other learners. This can be especially bad in the toilets where the threatening learners may think no one will see them. Some of the threatening behaviours that learners experience from others in the toilets include:

- Being prevented from using the toilets.
- Being pressured to smoke or use drugs.
- Being physically threatened or abused.
- Being raped or sexually harassed (including boys being raped by boys, and learners being raped by intruders who have entered the school property).
- Being verbally threatened, insulted or teased.
- Learners violating others' privacy by trying to look over, under or through stall doors or walls (or peer through the collection hatch behind the toilet, in the case of some mobile toilets)
- In the case of mobile toilets, learners may shake the toilet to frighten the user inside.

We will discuss how to handle these situations later.

Harmful behaviour must be stopped by there is often a reason for it. Some children do not have anyone at home to teach them how to behave properly. Some children have serious problems in their lives. It is very important that you stop any child who is behaving badly in the toilets but it is also important that they know you are kind and caring and that they can talk about the reasons driving their behaviour to you. Always try to teach children a good way to do things and support them.

D. PART 2 TEST

Question (read this out loud)	Health and Safety Officer's Answer (write their answer here)	Correct Answer (check their answer)	Passed?
1. What is your role during breaks?		Help, protect, teach, provide supplies, address problems, be supportive and caring.	
2. Who has special needs with regards to the school toilets?		Menstruating girls, small learners, learners with physical challenges, children who are afraid or sad, children who are bullied	
3. What things do girls need during their periods		Pads, bins, toilet paper, privacy (doors)	
4. What problems do small learners face in toilets?		Seat too high, seat too big, basins too high, bullying, fear, not knowing how to use toilet	
5. What should you teach learners in the toilets?		How to use the toilets, good hygiene	
6. How should you protect the learners' safety in the toilets?		Watch for and report breaking infrastructure, animals. Don't let a child use a breaking toilet. Deal with harmful behaviour.	
Do not check this box until all questions have been answered correctly. If the trainee showed difficulty remembering or understanding any section, review that section of the material again and return to the question. Do this as many times as needed until all areas are mastered.			

PART 3: PROTECTING LEARNERS FROM SICKNESSES

A. UNDERSTANDING HOW ILLNESSES ARE SPREAD IN TOILETS

Faeces can contain germs. Germs are living things that cause diseases like diarrhoea or worm infections if they get into your body. Because they are too small to see, you might not know they are there. We are going to do an activity which will help you see HOW germs in faeces could get into your body when you use the toilet and how you can protect yourself.

ACTIVITY: HOW DO GERMS IN THE TOILETS TRAVEL?

*Materials you will need: Glitter, washable paint, cinnamon, etc.
(something that will stick to the hands easily without the trainee noticing)*

Practice this exercise once on your own before using it with the trainer.

1. Have the trainee leave the room for a moment.
2. Put glitter (or whatever you are using) on your right hand.
3. Tell the trainee to come back into the room. Shake her hand. Then give her different instructions that will involve her touching different surfaces with her right hand: write with the pen, open the door, etc.
4. Then her to look at her hands. When she sees the glitter, ask her to look around her and try to figure out where it came from.
5. Once she realised the glitter moved from your hand to her hand, ask her to look at all the things she touched after shaking hands with you.

LESSON: Just like the glitter spread to your hands so easily, germs can easily spread from surfaces and hands, and this can make you very sick. Discuss how germs in faeces could get on a learner's hands and spread from there to the flush handle, stall door handle, tap handles, their food and books, and to their mouths where the germs will enter their bodies.

This exercise can be used to educate staff and learners about disease transmission as well.

Use the poster below, which should be posted in each learner toilet, to discuss with the trainee how disease can travel from faeces to a user's stomach and infect them.

Protect yourself from diseases!

Poo contains germs and worm eggs.

When you make a poo, germs can get on your hands or the toilet seat. They are too small to see.

From our hands germs can spread to flush handles, door handles and tap handles. When you touch these things you can get other people's germs on your hands.

From there you can get them on your food or your friend's hand.

Once they go into your mouth they can start to make you sick.

Make sure you scrub your hands well with water & soap!

B. TEACHING LEARNERS HOW TO STAY CLEAN AND HEALTHY

Your job is to teach learners how to keep themselves from getting sick from germs in the toilets. Teach them:

- **CALL ME** (Health and Safety Officer) to clean the seat or anything else if you find poo on it or get poo on it, or if you find poo, wee or pads on the floor.
- **PADS:** Always wrap in toilet paper and throw in the bin.
- **USE ENOUGH TOILET PAPER** that you don't get poo on your hands when you do your business.
- **EXPLAIN THAT EVERYTHING YOU TOUCH IN THE TOILETS COULD HAVE POO ON IT.** Toilet seats, door handles, and tap handles might all have poo on them that is too small to see, so:
- **WASH YOUR HANDS** before eating, before preparing food, and after using the toilet or changing a nappy. Rub your hands until the soap is foamy and rub both sides of hands, between fingers, and nails.
- **DON'T PUT DIRTY THINGS IN YOUR MOUTH,** including soil or unwashed hands.

You can also teach them how to protect their health at home:

- **CLEAN SURFACES OFTEN THAT MIGHT HAVE GERMS ON THEM,** such as toilet seats, tap handles, and door handles.
- **KEEP YOUR ENVIRONMENT CLEAN** by making sure no one poos outside, keeping pigs and cows away from the play area, throwing nappies into a closed container, and not pouring water from washing nappies near the garden.
- **KEEP FOOD FREE OF GERMS.** Wash vegetables and fruit. Cook meat very well. Don't leave food where flies can sit on it. Throw away rotten food.
- **WASH YOUR HANDS** before eating or preparing food, and after using the toilet or changing a nappy.

C. LEARNING TO SEE THE SCHOOL ENVIRONMENT THROUGH THE LENS OF LEARNERS' RIGHTS

Now we will look at the whole school environment in terms of what we've learnt.

ACTIVITY: MAPPING KEY HOT SPOTS

Purpose: *Walking around the school and looking at each area through the lens of learners' rights to safety, health, dignity and special care for special needs will help you and the trainee identify key areas where learners' rights could be threatened. Mapping these will help you to develop strategies to address these and sensitise both of you. It will also help orient the trainee to the school grounds before beginning the job.*

Materials: Unlined paper and clipboard for mapping exercise; kokies if available

Activity:

1. **Walk around the school, visiting classrooms, playgrounds, eating areas and even the areas no one usually goes. Draw a map of the school as you go. Look for anything that could be a threat to health, safety or dignity or could be a problem for a small learner, a learner with a physical challenge or any other vulnerable person. (look for broken glass, blocked drains, outside taps). Note these on your map.**
2. **Repeat this in the toilets, making a map of problems and "hot spots" such as tap and door handles where diseases can be easily transmitted.**
3. **Return to the training room and list the issues identified on the map and discuss how you will address each of them.**

This mapping exercise could also be conducted with staff and learners to sensitise them to threats to their healthy, safety and dignity in the school environment and help them find ways to address these.

D. KEEPING THE TOILETS CLEAN AND HEALTHY

You must clean the toilets after each break and after school every day. You must also be ready to clean up if you find urine or faeces on a toilet or on the floor at any time or if a learner reports this to you. If you ever have a problem like that or a toilet overflows, keep all learners away from the dirty area until it is clean.

Let's look at the cleaning posters. These are posted on the wall in each toilet.

ALWAYS START BY PUTTING ON YOUR PROTECTIVE EQUIPMENT.

Start with your clothes, then your boots, then your mask and lastly your gloves. This is because your gloves are what touches the dirty surfaces so you do not want them to touch your face or clothes.

Fill a big bucket (20 litres) and a small bucket (10 litres) with water. Put 200 ml of Jik in the big bucket and some soapy cleaner in the small bucket.

THIS IS WHAT YOU NEED TO DO AFTER EACH BREAK:

1. Start with the bucket of Jik and a cloth. Rinse the cloth in the bucket after each wipe.
2. Start outside and wipe the taps well. The most important taps are the ones the learners use for washing their hands and drinking water during break.
3. Then wipe the taps inside the toilets and wipe the basins. Then wipe each door handle and lock on the inside and outside of each stall door.
4. Then wipe the flush handles carefully if you have them.
5. Then wipe each toilet seat and the rim of the toilet under the toilet seat.
6. Now take the bucket of soapy water and a toilet brush and scrub inside each toilet. Rinse the brush in the soapy water each time.
7. Pick up any rubbish on the floor and put it in the bins.
8. Sweep the floor.
9. Mop the floor using a mop and the bucket of Jik solution.
10. When you are done, empty the buckets into a drain. Do not empty them into a toilet.
11. Rinse all of your equipment at a tap with a drain. Don't let the water run on the ground.

THIS IS WHAT YOU NEED TO DO AFTER SCHOOL:

1. Clean the same surfaces you did before, but this time scrub them with a brush and the soapy solution remove grime and then wipe with a cloth.
2. Scrub inside the pedestal with soapy cleaner and a brush. For flush toilets, flush and add some Jik to soak until you are done.
3. Empty the rubbish bins.
4. Sweep with broom.
5. Mop with soapy cleaner.
6. Restock soap and toilet paper dispensers.
7. Make a fresh bucket of Jik solution and leave the mop and cloth to soak overnight (or over the weekend)
8. Dry in the sun in the morning.

DO THESE ADDITIONAL THINGS ONCE A WEEK:

1. Scrub the walls with a cleaning brush and soapy solution.
2. Wash the windows and sills with a wet cloth.
3. Scrub the bins with a brush and Jik solution. If they smell bad, let them soak for a while. Dry the bins well in the sun or overnight before replacing them.

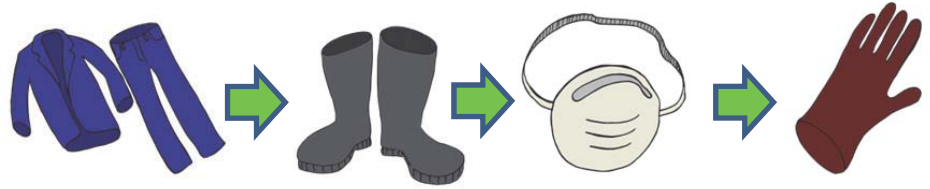
NEVER USE THE TOILET CLEANING SUPPLIES TO CLEAN THE CLASSROOMS OR KITCHEN. This can spread germs from the toilets around the school.

As you clean, you can check off your tasks on the cleaning form as you do them. Just put an X through the box. On the form, Session 1 is after the 1st break, Session 2 is after lunch, and Session 3 is after school.

CLEANING THE SCHOOL TOILETS AFTER BREAKS




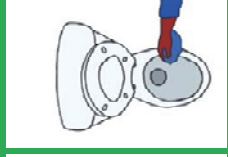
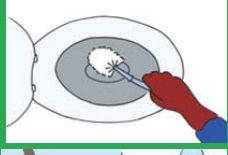

PREPARING FOR CLEANING

PUT ON YOUR
SAFETY EQUIPMENT
IN THIS ORDER

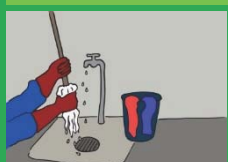


Prepare a 20 litre bucket of water. Add 200 ml Jik.

Prepare a 10 litre bucket of water. Add enough soapy cleaner to make bubbles.

	OUTSIDE TAPS Wipe with a wet Jik cloth.
	INSIDE TAPS AND BASINS Wipe with a wet Jik cloth.
	DOOR HANDLES, FLUSH HANDLES AND LOCKS Wipe with a wet Jik cloth.
	TOILET SEATS AND RIMS Wipe with a wet Jik cloth AFTER other surfaces.
	SCRUB INSIDE PEDESTAL with soapy cleaner and a brush.
	PICK UP RUBBISH and put in bins. SWEEP with broom. MOP with Jik cleaner.

FINISHING UP



RINSE the cleaning cloth, mop and bucket at a drain and
DRY in the sun.




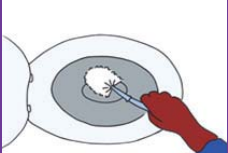



DO NOT pour cleaning water into the toilets.

CLEANING THE SCHOOL TOILETS AFTER SCHOOL

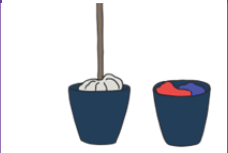
PREPARING FOR CLEANING

PUT ON YOUR SAFETY EQUIPMENT




Prepare Jik solution and soapy solution.

	Scrub these surfaces with a brush and soapy solution, and wipe with a cloth: OUTSIDE TAPS, INSIDE TAPS AND BASINS, DOOR HANDLES, FLUSH HANDLES AND LOCKS
	↓ SCRUB INSIDE PEDESTAL with soapy cleaner and a brush. For flush toilets, flush and add some Jik to soak until you are done. Then flush again.
	↓ EMPTY RUBBISH BINS.
	↓ SWEEP with broom. MOP with Jik cleaner.
	↓ RESTOCK soap and toilet paper dispensers.

FINISHING UP

	MAKE A FRESH BUCKET OF JIK SOLUTION and leave the mop and cloth to soak overnight. DRY in the sun in the morning.
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EXTRA CLEANING ONCE A WEEK

	WALLS Scrub with cleaning brush and soapy solution wherever they look dirty.
	WINDOWS AND SILLS Wash with a wet cloth.
	BINS Scrub with Jik solution.

TOILET DAILY CLEANING CHECKLIST (Front)

Date	Monday			Tuesday			Wednesday			Thursday			Friday		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Day															
Session															
Outdoor taps															
Tap handles															
Basins															
Doors & locks															
Toilet seats															
Toilet bowls															
Floors															
Walls															
Windows															
HSO															
HSM/Secretary															
Sign															
Check as things are cleaned															

**NOTE: 1 is after the first break, 2 is after the second break, 3 is after school*

E. PART 3 TEST

Question	Health and Safety Officer's Answer	Correct Answer	Passed?
1: If something looks clean, does it mean there are no germs on it?		No, germs are too small to see so just because it looks clean doesn't mean it's not covered with germs.	
2: What health problems can the germs in faeces cause?		Diarrhoea, nausea, cramps, worms	
3: How can germs can get from the toilet to your stomach?		Poo – hand while wiping – tap or door handle – to another user's hand – to another user's mouth	
5: What safety equipment should you wear to keep yourself safe?		Gloves, boots, overalls, mask	
6: What should you teach learners to do if they find faeces on the seat or floor?		Call me to come and clean it	
7: Describe the cleaning routines for after break and after school.		Check against poster	
8: Which extra things need to be done 1x/week?		Walls, windows, wash bins	
9: Where must you dispose of your cleaning water?		Only in a drain	
10: What must you do with your cleaning equipment at the end of the day?		Soak in Jik	
11: If the kitchen staff ask to use the mop, can you lend them yours? Why not?		Can spread germs from poo in toilets to food in kitchen	
12. Now I want you to clean one block of toilets following the after break routine and one block of toilets following the after school routine. When		See that they follow the protocol	
Do not check this box until all questions have been answered correctly. If the trainee showed difficulty remembering or understanding any section, review that section of the material again and return to the question. Do this as many times as needed until all areas are mastered.			

PART 4: ADDRESSING AND REPORTING PROBLEMS

In the last part of the training we are going to focus on how to handle different situations that might arise, which things you need to report on and how to report.

On the back of your cleaning checklist is this reporting form (show the trainee).

Every day you can write down issues that need to be reported to me on this form.

After your cleaning after each break, the school secretary will check your work and both of you will sign at the bottom with your initials. After you clean after school, I will check your work, discuss the issues raised on the reporting form, and sign with you. When an issue has been resolved, check it off so that we can see at the end of the week which problems remain.

A. DAMAGED TOILETS

As we have discussed, one of the biggest dangers children can face in the toilets is falling into the toilet.

As you clean each toilet, look out for any of these danger signs:

- Floor around the toilet: Any signs it is starting to break?
- Toilet pedestal and seat: Loose or starting to break?
- Outside pit covers: Missing, not covering properly or breaking?

If you see any of these, find me and tell me immediately. You must prevent learners from entering any toilet that could be dangerous until it is fixed. You can do this by locking the door from inside, placing tape across the door or by placing a rubbish bag over the pedestal. Explain the reason to learners.

In addition to these very serious safety issues, you should watch for other signs in the toilets of anything breaking or not working properly, being broken by learners or being stolen. Look out for:

- Water leaking from pipes, cisterns that keep running, taps that won't close tightly, or other water leaks
- Broken vent pipes, whirly birds or mesh missing (this can attract pests that spread diseases)
- Broken doors, gates, handles or locks
- Broken roof, walls or steps
- Broken basins or urinals
- Broken windows

Write down any of these problems that you notice on the reporting form and we will discuss them at the end of the day.

I will do my own inspection weekly and I expect that if a problem is developing I will have already heard about it from you.

B. BEHAVIOUR ISSUES AND LEARNER NEEDS

We have discussed many different needs that learners could experience in the toilets. If you notice any need which needs to be addressed by the school please note it on the reporting form and discuss it with me. It is very important that you also share any ideas you have for solving the problems that arise.

At some schools learners have been reported to inhale gases from the pits (pushing a hosepipe through the bowl into the pit in the case of flush toilets) in order to get high; learners were reported to return to class in an agitated and aggressive state. If you see learners behaving as if they are using drugs but no drugs are found on them, you should consider the possibility that they are using the sludge to get high.

Here is how you should respond to different behaviour problems you may experience in the toilets.

BEHAVIOUR	WHAT TO DO
Weeing or pooing on the floor Weeing or pooing outside the toilets	Find out the reason. Maybe the child is afraid of the toilet or can't wait for a toilet. Try to solve the problem. If the child is just behaving badly, bring them to me.
Damaging or stealing things in the toilets Stealing things in the toilets Smoking or taking drugs / appeared to be high Fighting Sexual activity Boys entering girls' toilets Bunking class Threatening a learner Preventing a learner from using the toilet Teasing a learner about their body, periods, etc.	Take the child directly to the principal or to me.
Throwing pads or rubbish on the floor	Tell the child to pick it up and put it in the bin. If you see the same child do it again report it to me.
Locking themselves in the toilet for a long time	Find out the problem. If you think the child might be thinking of hurting herself, call a teacher and do not leave the child alone. If you think they are doing drugs or smoking, report it to me.
Chatting in the toilets. Playing games in the toilets	If a child needs the privacy of the toilets to chat or be alone for a while, allow it. But if the learners are just spending time in the toilets tell them to leave the toilets.
Leaving taps on Spilling soap Using too much toilet paper Not flushing flush toilet	Show the child how to do it properly. If you see the same child doing it again out of carelessness, report it to me.

C. EQUIPMENT

On the reporting form, write down every day any cleaning, hygiene and safety supplies that are running low. You should always have two extra sets of gloves and a packet of masks in the store room so that if the ones you are using get damaged, you will have extra ones available until more are ordered.
(Discuss ordering and inventory system)

TOILET DAILY REPORTING CHECKLIST (Back)

Date		Monday		Tuesday		Wednesday		Thursday		Friday	
Day	Issue	Issue	Issue	Issue	Issue	Issue	Issue	Issue	Issue	Issue	Issue
Report issues each day	Resolved?	Resolved?	Resolved?	Resolved?	Resolved?	Resolved?	Resolved?	Resolved?	Resolved?	Resolved?	Resolved?
Broken/ stolen											
Behaviour											
Equipment											
Sign											
HSM/Secretary											

D. HANDLING EMERGENCIES

If a child has an emergency, shout for help and stay with the child if possible.

Here are some of the emergencies that could arise and how you should respond:

<p>A child falls into the pit</p>	<p>Shout for other staff to come help you.</p> <p>If the child's face is not under the sludge and the child can breathe while waiting for help, call for someone to bring a ladder and lower it into the pit (either through the pedestal or through the pit access hatch) to the child. If the hole is too small, a rope, broom, mop, spade, etc. can be lowered down. If the child struggles to climb out with this assistance, a staff member should lower himself into the pit with other staff members holding the rope or ladder steady.</p> <p>If the child's face is beneath the sludge and she can't breathe, one staff person should climb into the pit immediately to lift the child's head above the sludge, while other staff fetch a ladder, rope or pole, call an ambulance and call the child's parents. If the child is conscious, staff should flush her mouth, nose, eyes and ears well with water, then prepare warm water and soap and bathe the child well. Once the child is clothed in warm, dry clothes, she should be taken to the clinic. If the child is not conscious, a staff member should clear the sludge from her mouth and nose with his fingers and a trained staff member should begin CPR immediately. All the learners should have counselling after this traumatic event.</p>
<p>A child is raped</p>	<p>Call the police and take the child to the clinic as soon as possible. Stay with the child to comfort them. The school must provide counselling and support to the child who was attacked and to the other learners after the attack.</p>
<p>A child is attacked by another child or by an intruder.</p>	<p>Call for staff to help you. One person should take the child to the clinic and stay with them to comfort them. Another should take the attacker to the principal. Call the police if the attacker is still being aggressive. Call the parents to come to the school.</p> <p>The school must provide counselling and support to the child who was attacked and to the other learners after the attack.</p>
<p>A child becomes unconscious in the toilet</p>	<p>Call for a staff who is trained to do CPR to come and assist the child while calling an ambulance or fetching a car to take the child to the hospital. You may need to crawl under the door or the stall to reach the child and unlock the door. Turn the child on her side and stay with her.</p>
<p>A child tries to hurt himself</p>	<p>Stay with the child and call staff to help you. You may have to crawl under the door of the stall if the child has locked it. A trained counsellor should talk to the child. Protect the child's privacy and do not let other learners know.</p>
<p>A child tells you that she is being abused at home or you notice signs of abuse</p>	<p>Be supportive and comforting to the child. Let the school counsellor know so that she can take action. Protect the child's privacy and do not tell other learners.</p>

Do you have any questions?

E. PART 4 TEST

Question (read this aloud)	Health and Safety Officer's Answer (write their answer here)	Correct Answer (check their answer)	Passed?
1: What should you do if you see the pedestal or floor around it breaking?		Tell Health and Safety Manager immediately Prevent learners from using that toilet	
2: How should you report damage in the toilets, behaviour issues and equipment needs		Write them on the reporting sheet and discuss with Health and Safety Manager at end of day	
3: What should you do if you find a learner pooing on the floor?		Try to find out the reason. If there is a problem, help solve it. If it is just bad behaviour, bring them to HSM.	
4: What should you do if you see learners teasing a child in a hurtful way?		Bring the learners to HSM.	
5: What should you do if a child leaves the tap on?		Show the child how to close the tap properly and explain the importance of not wasting water.	
6: What should you do if a child falls in to the pit?		Call for help. If child can breathe, throw down rope/broom/ladder. If child can't breathe or can't get out, get into the pit and help them. Do CPR and take to clinic.	
6: What should you do if a child is attacked?		Call for staff to take the child to the clinic. Comfort the child. Take attacker to the principal/call police. Call parents.	
7: What should you do if you think a child is being abused at home?		Comfort the child. Let the counsellor know. Protect the child's privacy.	
Do not check this box until all questions have been answered correctly. If the trainee showed difficulty remembering or understanding any section, review that section of the material again and return to the question. Do this as many times as needed until all areas are mastered.			

WHEN ALL 4 TESTS HAVE BEEN PASSED, COMPLETE THE CERTIFICATE ON THE FOLLOWING PAGE. THIS IS VALID FOR ONE YEAR.

CERTIFICATE OF COMPLETION

This certifies that

Name: _____

has completed training for the position of Health and Safety Officer at

School: _____ *on*

Date: _____

Health and Safety Manager

Health and Safety Officer

Principal



9781431208630