



**NDETEMBIA MATEMU PRE AND PRIMARY
SCHOOL**

SCHOOL POLICIES

JULY 2020

Table of Contents

ENVIRONMENT MANAGEMENT POLICY 2020.....	iv
FOREWORD	v
PREFACE.....	vi
1. INTRODUCTION	1
1.1 About the school.....	1
1.2 Vision	1
1.3 Mission.....	1
1.4 Motto	1
1.5 Philosophy	2
1.6 Core values.....	2
1.7 Functions of the School.....	2
2. ENVIRONMENT AND SUSTAINABLE DEVELOPMENT AS A GLOBAL COMMON AGENDA	3
2.1 The genesis.....	3
2.2 Environmental issues in Tanzania.....	4
2.2.1 Environmental policy 1997	4
2.2.2 The Environmental law 2004.....	5
2.2.3 The Education Sector development plan 2016/2017/ 2020/2021 5	
3. SCHOOL ENVIRONMENT POLICY.....	6
3.1 The purpose of the policy.....	6
3.2 Philosophy	6
3.3 The scope of the policy	6
3.4 Objectives of the policy.....	7
3.5 Guidelines and Procedures	7
3.6 Policy statements and strategies.....	8
3.7 Policy implementation and monitoring.....	10
HIV AND AIDS PREVENTION POLICY 2020.....	11
DEFINITIONS.....	12
FOREWORD	13
PREFACE.....	14
1. INTRODUCTION	15
1.3 Philosophy	15
1.4 Core values.....	16
2. THE RATIONALE OF THE HIV/AIDS POLICY.....	16

3.	OBJECTIVES OF THE POLICY	16
4.	GENERAL POLICY STATEMENT	17
5.	SPECIFIC POLICY STATEMENTS.....	17
6.	HIV AIDS MANAGEMENT COMMITTEE	17
7.	HIV/AIDS MANAGEMENT IN THE SCHOOL.....	18
	EQUAL OPPORTUNITY AND PERSONS WITH DISABILITY POLICY 2020.....	19
	DEFINITION OF TERMS	20
	FOREWORD	21
	PREFACE.....	22
1.	INTRODUCTION	23
1.3	Philosophy	23
1.4	Core values.....	24
2.	ADOPTION OF THE POLICY.....	24
3.	OBJECTIVES OF THE POLICY	25
4.	POLICY STATEMENTS.....	26
5.	IMPLIMENTATION AND MONITORING	26
6.	LINKAGE WITH OTHER POLICIES	27

ENVIRONMENT MANAGEMENT POLICY 2020

JULY 2020

Made under Environmental Law 2004

FOREWORD

"I brought you into a fertile land to eat its fruit and rich produce. But you came and defiled my land and made my inheritance detestable." Jeremiah 2:7

It is worth saying that whatever we do to harm the environment is sinful and no sin goes without punishment. When God created the earth He made it pure and sacred, full of His blessings. However, when people started to interfere the natural creation and the basic governing laws we witness many disasters including extreme temperatures, rains, floods, drought etc.

This environment policy is part of the initiatives to honour God's command to nurture and protect His creation and at the same time abide by global and national guidelines on environmental protection and conservation not only for the good of all of us but also the future generations. It is my hope and gratitude that the school community will use it to make the school environment a better place for all of us now and in the future.

Prof. J S. Itika
School Manager

PREFACE

The United Nations Conference on environment held in Rio De Jenairo in 1992 marks the major global policy shift in addressing the relationship between environment, poverty and sustainable development. It was concluded that the earth and humanity will be in unprecedented danger if the environment we live in is over exploited, unprotected and polluted. It is along the same framework that Tanzania established the Environmental policy in 1997 and thereafter the environmental law in 2004. Since then, all institutions and organizations are required to ensure that all decisions, plans, actions taken by individuals and organizations take on board environmental impact issues and ensure that pollution and degradation are controlled while at the same time protective measures are taken in order to ensure that the environment will be conducive for the prosperity of future generations.

Our school as a community of learners and educators find it imperative to ensure that we join global and national efforts not only to provide learning opportunity on environmental issues and sustainable development but also protect and conserve the school environment through this policy. This policy covers a number of areas including the rationale, philosophy and the objectives. Others are policy statements and strategies, principles as well as the implementation and monitoring. Main areas of focus have been on efficient use of resources, efficient and effective waste management and making the school "green".

1. INTRODUCTION

1.1 About the school

Ndetembia Pre and Primary Schools were established as non government schools in January 2010 by The Education Act No. 25 of 1978 and its Amendment No 10 of 1995 Section 18 with registration No MG.01/7/E.A018 which subsequently acquired registration number EM. 14865. It is located in Kihonda ward, Azimio street off Dodoma road in Morogoro Municipality.

1.2 Vision

The Vision of the School is: *to become a fountain of exemplary learning centre for intellectual, moral and physical development of children, teachers and other key stakeholders for service to mankind.*

1.3 Mission

The mission is: *to support each child to come into confident possession of innate talents required for the present and future competitiveness and establish values that continuously instill passion for excellence through highly competent and motivated staff with strong support from the management, parents and other stakeholders.*

1.4 Motto

The vision and mission are inspired by the school motto that *education is capital and a latin saying "Nil Volentibus Arduum"* . That is education is critical capital for our children, families and the nation and that nothing is too arduous for those with will power. Therefore, whatever the school does in terms of provision of education, it is done in such a way that the target is returns on investment socially, morally and economically for services to humanity as a wider impact of the education and that there is

nothing is too difficult to challenge the realization of the school vision provided that there is will power.

1.5 Philosophy

Ndetembia Matemu Pre and Primary School subscribes to the philosophy that strong education management systems supported by visionary leadership, committed staff, parents/guardians and pupils are key drivers of excellence, growth, prosperity and sustainability.

1.6 Core values

- a) Visionary
- b) Creativity and innovation
- c) Customer care
- d) Team work
- e) Excellence
- f) Integrity

1.7 Functions of the School

The functions of the School are as follows;

- a) Creation of physical, technical, social, ethical and environmental conditions for peaceful child and staff learning, growth and prosperity.
- b) Provision of quality and affordable education that unearth talents for whole child growth and fulfillment of potentials for the present and future competitiveness.
- c) Creation of opportunities for disadvantaged potential children to get access to quality education.
- d) Partnering with the community and other stakeholders in endeavors to promote quality education and poverty eradication.

2. ENVIRONMENT AND SUSTAINABLE DEVELOPMENT AS A GLOBAL COMMON AGENDA

2.1 The genesis

Environment and sustainable development as a global agenda has been in the mainstream discourses globally since the 1970s but more awareness and decisive decisions were taken after the Brundtland Report whose theme was on “our common future” in 1987 and the Rio de Janeiro Earth Summit (UN, 1987). Since then the world agenda on development has been avoidance of destructive development initiatives in order to protect the world for future generations and at the same time ensure sustained economic growth and poverty reduction of the global population. Sustainable development as a concept has now become inclusive to cover all aspects of human development ranging from environmental protection, poverty alleviation, wealth creation for economic growth, peace and security and sector wise balanced development.

The Rio+20 report with an agenda on “building the common future we want” the United Nation Crow-Sourcing Platform contributed 96 issues that have not received adequate attention in the United Nations agenda. The first 7 priority areas are regional natural resource conflicts, the climate-land-energy-water development nexus, and political instability from increased wealth inequalities, child labour, decreasing environmental justice, youth unemployment, and poverty. It is predicted that unless more global partnerships for sustainable development are enhanced through scientific knowledge, political will and change of our mind set on the need to address global challenges on development, by 2050 a significant proportion of global populations will be living under severe poverty, serious destruction of ecosystem which will challenge the existence of our mother earth and humanity. There are continental, regional, national and organisation initiatives to address challenges that confront ambitions and strategies for sustainable development at various levels and sectors which incrementally have contributed to reduce poverty, enhance economic growth and protect environment.

2.2 Environmental issues in Tanzania

2.2.1 Environmental policy 1997

The National Environmental Policy, 1997 provides a framework for making fundamental changes that are needed to bring environmental considerations into the mainstream of decision-making in Tanzania. It also seeks to provide policy guidelines and plans and gives guidance to the determination of priority actions, for monitoring and regular review of policies, plans, and programmes. It further provides for sectoral and cross sectoral policy analysis thus exploiting synergies among sectors and interested groups. The overall objectives of the National Environmental Policy are,

- a) To ensure sustainable and equitable use of resources without degrading the environment or risking health or safety;
- b) To prevent and control degradation of land, water, vegetation, and air which constitute the essential life support systems;
- c) To conserve and enhance natural and man-made heritage, including the biological diversity of the unique ecosystems of Tanzania;
- d) To improve the condition and productivity of degraded areas including rural and urban settlements in order that all Tanzanians may live in safe, productive and aesthetically pleasing surroundings;
- e) To raise public awareness; to promote individual and community.

The National Environmental Policy also provides for the execution of a range of strategic functions using policy instruments such as environmental impact assessment, environmental legislation, economic instruments and environmental standards, and indicators. A framework is also provided for institutional arrangements and coordination. The role of major groups such as non-governmental and

community based organizations, and the private sector is underscored including capacity building and institute compliance in their areas of jurisdiction.

2.2.2 The Environmental law 2004

The Act serves to put the environmental policy into force by providing the following;

- a) Legal and institutional framework for sustainable management of environment;
- b) An outline principles for management of the environment;
- c) Impact and risk assessments, prevention and control of pollution and waste management;
- d) Environmental quality standards;
- e) Private, public and community participation in environmental issues;
- f) Compliance and enforcement;
- g) The basis for implementation of international instruments on environment.

2.2.3 The Education Sector development plan 2016/2017/ 2020/2021

As part of responding to global agreements on sustainable development through environmental protection and conservation, a position already taken by Tanzania Development Vision 2025, Tanzania Environment Policy 1997 and the Environmental law 2004 the ministry of education has taken measures to mainstream the same in the education system including;

- a) Guidance on curriculum development for primary, secondary and tertiary level;
- b) Staff capacity building on environmental issues
- c) Provision of environmental guidelines on construction of schools
- d) Inclusion of environmental conservation and protection issues in schools auditing

3. SCHOOL ENVIRONMENT POLICY

3.1 The purpose of the policy

The purpose of our school is reflected in the mission statement and functions which is about excellence in teaching leaning, physical and moral prosperity which can be summarized as follows;

- a) It is about ensuring the best possible education and pastoral provision for our children,
- b) Enabling children to be highly successful learners to achieve their full academic potential,
- c) To help them to experience high levels of emotional and physical well-being.
- d) It is also about ensuring children grow and prosper together with staff and management as part of fostering the balance of sustainable future of all key stakeholders.

Therefore, our school is obliged to provide the environment where these aspirations become realities. The quality of that environment, and the extent to which it is conducive to effective learning is of the utmost importance.

3.2 Philosophy

The school is committed to educating its pupils about the importance of respecting the environment, and to promoting sustainable development. The school recognizes that it has a duty to prepare its children with the knowledge and skills to look after our planet, to manage the world's resources wisely and to make a positive contribution by improving our school and home areas. We therefore aim to develop good habits and behavior patterns amongst staff and pupils.

3.3 The scope of the policy

This environmental policy refers to the school physical environment inside and outside the school buildings including rooms, corridors, offices, play areas and open spaces. It also embraces the furniture, facilities, resources and displays. It is also the 'climate' of the school in which children and staff have to live and learn. It goes further to social and psychological aspects "the

atmosphere" and mood of the school, brought about as much by interpersonal relationships and the way we treat each other, as by the physical environment. The school environment should be conducive to excellent personal, social and emotional development, for staff and children alike, as well as enabling good academic achievement.

3.4 Objectives of the policy

The objectives of the policy are;

3.4.1 To contribute positively to the learning, attitudes, motivation and behavior;

3.4.2 To provide a safe and stimulating teaching and learning environment;

3.4.3 To enable children to make maximum use of the opportunities provided by the school good environment;

3.4.4 To provide a safe, comfortable and motivating place of work for all our staff;

3.4.5 To create space for awareness and understanding of the effects of their actions upon the environment in which they live, work and relax.

3.4.6 To guide the school to comply with national standards on environmental protection and conservation for sustainable development;

3.5 Guidelines and Procedures

The school environmental policy will be found within clear guidelines and procedures as follows;

- a) Reduce, reuse and recycle waste; conserve resources; reduce the amount of paper used;
- b) Consider environmental impact when engaging in student activities.
- c) Construct and carry out a School Environmental Action Plan.
- d) Teachers lead the students to greater awareness of environmental issues in the classroom.

- e) Instill in students and staff the desire to participate individually and collectively in sustainable activities both in the school and at homes.
- f) Develop a Waste Management Plan for all aspects of its operation in keeping with the Environmental Policy

3.6 Policy statements and strategies

3.6.1 The school subscribes to the notion that Pre and primary school Curriculum is the major source of knowledge for staff and pupils on learning about the environment and sustainable development. Therefore, the following strategies will be used;

3.6.1.1 Ensure that topics on environment and sustainability are well covered including the use of extra teaching materials;

3.6.1.2 Use the school grounds, including the gardens and parks as sources of Teaching and learning opportunities for pupils.

3.6.2 Both solid and liquid waste are harmful to the environment and must be well managed including efficient use of materials and disposal. In this regards, the school will;

3.6.2.1 Re-use single sided paper and photocopy on both sides;

3.6.2.2 Print two pages to a sheet, where possible;

3.6.2.3 Check carefully that we are only printing essential pages;

3.6.2.4 Where possible, ask pupils to share worksheets or put the work on the interactive boards;

3.6.2.5 Ensure all offices and classes have scrap paper trays;

3.6.2.6 Ensure all hazardous materials are incinerated timely;

3. 6.2.7All bottles are put in a special containers and delivered for recycling;

3.6.2.8 All liquid waste is safely collected to special secured ponds;

3.6.2.9 Liquid waste leakages are detected and repaired timely;

3.6.2.10 Sewage soak pits are monitored and emptied timely;

3.6.3 The school believes the wisdom that water is life. Therefore, the school will ensure efficient and effective water use and management by;

3.6.3.1 Continuing to collect rainwater for school use;

3.6.3.2 Make pupils aware of the link between water use and financial cost;

3.6.3.3 Help pupils and the wider community understand that conserving water is vital to our future;

3.6.3.4 Where possible recycle water for cleaning and watering plants;

3.6.4 The outdoor environment is the source of fresh air, shelter, play, flowering beauty and inspiration for natural fulfillment and it must be protected and conserved. To ensure sustainability, the school will;

3.6.4.1 Ensure that the grounds provide for recreational use by pupils as well as provision to undertake games and sports;

3.6.4.2 Continue to use and maintain the grounds to grow fruit and vegetables for use in the school kitchen;

3.6.4.3 Continue to grow flowering plants, boarders and trees as may be found appropriate;

3.6.4.4 Prune trees, cut grasses, water flowers, clean and compost green waste for garden manure;

3.6.4.5 Ensure that the total school outdoor environment glorifies nature and creation;

3.6.5 The source of energy, its use and how it is used matters economically and its impact to the environment. The school will take the following measures;

3.6.5.1 Continue to use natural gas in the kitchen instead of firewood and charcoal;

3.6.5.2 Where appropriate use solar energy for security lights;

3.6.5.3 Ensure that lights, ceiling fans, refrigerators, computers and photocopiers are not turn on unnecessarily;

3.7 Policy implementation and monitoring

Responsibility for the implementation of the School Environmental Policy rests with all staff and pupils. However, the responsibility for strategic management and monitoring lies with the Environmental Policy Committee appointed by the School Manager. It will be comprised of employees representatives from teaching, administrative staff and pupils which will;

- a) Advise upon, keep under review and promote the School's Environmental Policy;
- b) Ensure that all departments are kept informed of the policy and their obligations under it;
- c) Monitor the implementation of the policy;
- d) Prepare an annual review of the policy and its implementation;
- e) Present Report to the School Management Committee before the end of each academic term.

HIV AND AIDS PREVENTION POLICY 2020

Made under the HIV and AIDS Prevention and Control Act 2008

DEFINITIONS

AIDS	-	Acquired immune deficiency syndrome, that is the final phase of infection;
COMMITTEE	-	A team of staff of Ndetembia School established under this
POLICY	-	HIV AIDS policy of the School
SCHOOL	-	Ndetembia Matemu Pre and Primary School
UNFAIR DISCRIMINATION	-	Direct or indirect unfair discrimination against anyone on one or more grounds in terms of the Constitution of the United Republic of Tanzania 1977.

FOREWORD

HIV/AIDS Policy is an attempt to put in place the Schools' intention to put HIV and AIDS concerns into practical perspective as part of recognition of the negative impact of HIV/AIDS in the work place at the level of individuals and the school at large if there is no fair and consistent handling of such cases. As we all might be aware, one of the negative impact are discrimination, isolation and despair which will not only affect the individual pupil or staff performance but also has potential for damaging the performance of the school and its reputation. This recognition has made it necessary to have a policy that will ensure that the schools' plans, decisions and actions are aligned with the national agenda on HIV/AIDS prevention and avoidance of discrimination of all forms. It is my hope that the adoption of this policy and its implementation will not only help to mainstream the national agenda in HIV/AIDS in curriculum but also help the school management deal with HIV/AIDS cases diligently.

Prof. J. S. Itika

School manager

PREFACE

For the past four decades HIV and AIDS has been one of the areas of concern in all types of organizations because the syndromes cannot be cured and as a result whoever is infected with the HIV virus may spread to others knowingly or unknowingly and hence making it pandemic. The case is even more tormenting for those who develop AIDS because of the associated discrimination and isolation. Since the 1980s global and national coalitions of stakeholders have developed policies and strategies to address both the causes and consequences of HIV/AIDS.

This policy aims at joining global, national and sector policies on combating HIV/AIDS pandemic, dealing with discrimination and provision of moral and material support to those who are affected. This policy starts with that background followed by the rationale and objective of the policy itself. That is to ensure that the School does not discriminate or tolerate discrimination on staff and pupils who seek to join the school or already members of the school on the grounds of HIV Status. It will also put in place measures to prevent the spread of HIV/ AIDS and support those who may be affected and take appropriate disciplinary action against perpetrators of discrimination. To achieve the above, policy statements are pronounced followed by implementation mechanisms.

1. INTRODUCTION

Ndetembia Pre and Primary School was established in January 2010 under the ownership of Ndetembia Matemu Holdings Ltd as part of private sector initiatives to support the government to improve access to affordable quality education.

1.1 Vision

The Vision of the School is: *to become a fountain of exemplary learning centre for intellectual, moral and physical development of children, teachers and other key stakeholders for service to mankind.*

1.2 Mission

The mission is: *to support each child to come into confident possession of innate talents required for the present and future competitiveness and establish values that continuously instill passion for excellence through highly competent and motivated staff with strong support from the management, parents and other stakeholders.*

The vision and mission are inspired by the school motto that education is capital for our children, families and the nation and whatever the school does in terms of provision of education it is done in such a way that the target is returns on investment socially, morally and economically.

1.3 Philosophy

Ndetembia Matemu Pre and Primary School subscribes to the philosophy that strong education management systems supported by visionary leadership, committed staff, parents/guards and pupils are key drivers of excellence, growth and sustainability.

1.4 Core values

- Strong vision
- Creative thinking
- Innovation
- Hard work
- Team work
- Integrity
- Effective communication
- Living by examples
- Family- hood
- Excellence

Each member of management, staff, parents, guards and pupils must be supported to appreciate the virtue of these values and play an effective part in the formation of strong School culture.

2. THE RATIONALE OF THE HIV/AIDS POLICY

Ndetembia Matemu Pre and Primary School recognizes the seriousness of the HIV/AIDS pandemic and its impact on the staff and pupils. The School wishes to comply with the legal requirements of the Tanzania HIV/AIDS Prevention and Control Act 2008, national HIV/Aids Policy and other institutional frameworks.

The purpose of this policy is to ensure that the school adopts a consistent and adaptable approach to the prevention of HIV/AIDS among staff and pupils including avoidance of discrimination.

3. OBJECTIVES OF THE POLICY

- 3.1 Provision of information and awareness of the HIV/AIDS pandemic
- 3.2 To ensure that rights and obligations of those with HIV aids are known and protected
- 3.3 Where possible, provision of moral and material support to those affected by HIV/AIDS.

4. GENERAL POLICY STATEMENT

The School does not discriminate or tolerate discrimination on staff and pupils who seek to join the school or already members of the school on the grounds of HIV Status and will put in place measures to prevent the spread of HIV/ AIDS, support those who may be affected and take appropriate disciplinary action against perpetrators of discrimination.

5. SPECIFIC POLICY STATEMENTS

- 5.1 Staff and pupils who are HIV+ will be protected against discrimination, victimization and harassment based on the national policies and laws and programmes to ensure peace harmony in the school.
- 5.2 All staff and pupils are entitled to confidentiality of their HIV status and will not be asked knowingly to disclose the same.
- 5.3 In an event that HIV status of staff and pupils is found, the information will not be used to make decisions that will affect his/her status in the school.
- 5.4 The school will work closely with other stakeholders to raise awareness and train pupils and staff on matters of HIV AIDS prevention, treatment and care.

6. HIV AIDS MANAGEMENT COMMITTEE

- 6.1 The school will establish a committee under the chairpersonship of the Deputy Head Teacher to handle all matters to do with HIV/AIDS for staff and pupils. The functions of the Committee will be the following;
 - 6.1.1 To set up plans and strategies to prevent or deal with staff and pupils with known cases of HIV AIDS.

- 6.1.2 To create awareness to staff and pupils on the issues to do with HIV AIDS so that staff and pupils do not fall victims due to ignorance.
- 6.1.3 To link the school with HIV AIDS advocacy agencies for capacity building and other support services.
- 6.1.4 To provide counseling services to pupils, parents and staff where such services may deem to be necessary.
- 6.1.5 To advise the management on all matters to do with HIV AIDS in the school.

7. HIV/AIDS MANAGEMENT IN THE SCHOOL

- 7.1 HIVAIDS as a topic will be taught to all pupils as directed by their curricula.
- 7.2 All the necessary information on HIV/AIDS will be displayed in walls and notice boards for awareness creation.
- 7.3 The HIV AIDS Committee will prepare performance report for presentation to the management committee twice a year.
- 7.4 The report must be handled with ultimate confidentiality to ensure that all people affected enjoy full confidentiality of their health status.
- 7.5 Before a report with sensitive matters is written, the committee must seek and obtain ethical clearance from the school manager.
- 7.6 Before the report is table to the management committee, ethical clearance from the manager must also be sought and obtained.
- 7.7 Where appropriate the manager must seek advice from the relevant HIV AIDS authority as well as legal expertise.
- 7.8 The management committee will discuss the report and direct accordingly.
- 7.9 Since management of HIV/AIDS is a continuous process rather than an event where matters arise will be dealt with as found reasonable.

**EQUAL OPPORTUNITY AND PERSONS WITH DISABILITY
POLICY 2020**

**Made under The Labour Laws Act 2004 and The Persons With
Disabilities Act 2010**

DEFINITION OF TERMS

Access	Means enabling or allowing a person with disability to have access directly or indirectly to benefits of the school life.
Disability	Means loss or limitation of opportunities to take part in the normal life of the school on an equal level with others due to physical, mental or social factors.
Discrimination	Means any distinctions, exclusion or restriction on the basis of disability which has the purpose, effect or impairing or nullifying the recognition, enjoyment or exercise on equal basis of human rights and fundamental freedom in the school academic and social life.
Employee/Staff	A person employed by the school on contract.
Pupil	A person registered with the school for the purpose of attainment of pre and primary education.
Equal opportunity	Freedom to pursue one's private interest or vocation without arbitrary restrictions based on irrelevant personal characteristics.
School/Employer	Ndetembia Matemtu Pre and Primary School
Social support	Means a support or assistance given to a person with disability in order to help that person to cope with his situation in a given environment.

FOREWORD

It is my sincere pleasure to introduce to you the School equal opportunity and persons with disabilities policy 2020. The policy aims at streamlining management position and decisions in all issues that touch the lives of pupils and staff in the School. It provides management position in terms of ensuring equality of staff treatment in matters of recruitment, allocation of duties and responsibilities, rewards and general welfare. In regard to pupils, it serves to safeguard the rights of all pupils regardless of gender of disability and where appropriate to adopt positive discrimination.

It is my wish and I pray that management, staff, parents and pupils will be able to internalize the policy and make the best out of it for the benefit of all of us. Let the policy enlighten our walk way as we strive to achieve the vision of our school.

Prof. J. S. Itika

School manager

PREFACE

It is to be noted right away that equal opportunity and persons with disabilities policy 2020 has been shaped not only by the global and national trends of ensuring access of all persons to rights and opportunities but also the school's vision, mission, philosophy and core values that embrace and reinforce schools' prosperity with a human face. This is covered by the introductory part of the policy. From this background, three key policy objectives are curved out which focus on fair treatment of staff and pupils, elimination of barriers to equal access to services and partnerships with key stakeholders to promote equal opportunity and support for pupils and staff with disability. Four policy statements are made which are anchored on the philosophy of fair treatment, elimination discrimination, support services and harnessing opportunities by working with different stakeholders. The last part deals with matters of implementation of the policy which has set a special committee to ensure that the school strategic plan and annual action plans take care of policy commitments in all matters of equal opportunity and disability.

1. INTRODUCTION

Ndetembia Matemu Pre and Primary School was established in January 2010 under the ownership of Ndetembia Matemu Holdings Ltd as part of private sector initiatives to support the government of Tanzania to improve access to affordable quality education.

1.1 Vision

The Vision of the School is: *to become a fountain of exemplary learning centre for intellectual, moral and physical development of children, teachers and other key stakeholders for service to mankind.*

1.2 Mission

The mission is: *to support each child to come into confident possession of innate talents required for the present and future competitiveness and establish values that continuously instill passion for excellence through highly competent and motivated staff with strong support from the management, parents and other stakeholders.*

The vision and mission are inspired by the school motto that education is capital for our children, families and the nation and whatever the school does in terms of provision of education it is done in such a way that the target is returns on investment socially, morally and economically and that the road is not too arduous for the willing.

1.3 Philosophy

Ndetembia Matemu Pre and Primary School subscribes to the philosophy that strong education management systems supported by visionary leadership, committed staff, parents/guards and pupils are key drivers of excellence, growth and sustainability.

1.4 Core values

- Strong vision
- Creative thinking
- Innovation
- Hard work
- Team work
- Integrity
- Effective communication
- Living by examples
- Family- hood
- Excellence

Each member of management, staff, parents, guards and pupils must support each other to appreciate the virtue of these values and play an effective part in the formation of strong school culture.

2. ADOPTION OF THE POLICY

Equal opportunity means that members of a protected group or class must be employed without being subjected to various forms of unfair discrimination. The discrimination could base on tribe, gender, age, and disability. Since 1960s, Governments in Europe and America have been passing various policies and laws against all forms of employment discriminatory practices including recruitment, pay, appointment etc. A disability is an impairment that may be cognitive, developmental, intellectual, mental, physical, sensory, or some combination of these. It substantially affects a person's life activities including employment and may be present from birth or occur during a person's life time.

In the context of education, it is a condition that affects day-to-day tasks includes studying and self-management in daily activities. Quite often people with disabilities are stereotyped by others which lead to denial of rights and opportunities to access to education, employment and social services. Children or staff with disabilities feel isolated and discriminated although

given the right opportunity and support they can outperform even the so called able.

The importance of sound policy framework to recognize the rights and obligations of staff and employers as well as those of people with disability and provide space for their support even through some form of positive discrimination has received significant attention globally. The government of Tanzania adopted national policy on disability in 2004 and later the Persons With Disabilities Act was passed in 2010 followed by National Disability Mainstreaming Strategy 2010-2015. Within the same note, The labour laws Act 2004 and Employment. Policy 2008 have all set the basis for equal opportunity to all people. It is now mandatory that employers recognize and support people in need of special needs and fight against all forms of discrimination through formalized policy framework.

It is within this background that Ndetembia Matemtu Pre and Primary School finds it imperative to establish equal opportunity and people with disability policy in order to ensure that potential employees and pupils are free from discrimination and also staff or pupils who get some form of disability in the school have access to all rights and support to make them cope with the consequences of their disability.

3. OBJECTIVES OF THE POLICY

1. To ensure that all school staff regardless of gender or disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development teaching environment and access to services.
2. To reduce and eliminate barriers for pupils and staff with disability to access the curriculum and to have full participation in the school community.
3. To work with other stakeholders to create awareness and promote equal opportunity among pupils and staff.

4. POLICY STATEMENTS

- 4.1 The School subscribes to the philosophy and principle that each individual must be treated with honor and love regardless of gender, origin, level of education, age or any form of disability. Therefore, the school will not discriminate against any staff or pupils with disability in our admissions or exclusions, provision of education and associated services;
- 4.2 The School will take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage during enrolment, learning, examinations, access to sports/games and infrastructure;
- 4.3 Disability has many dimensions which cut across the school boundaries. It is the School responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- 4.4 It is the responsibility of the School to ensure all school staff, pupils and parents are aware of and comply with equal opportunity for persons with disability.

5. IMPLIMENTATION AND MONITORING

- 5.1 There will be equal opportunity help desk under the headship of the Deputy Head Teacher with two members (1 male and 1 female). The role of the desk will be;
 - 5.1.1 Create awareness among staff and pupils on the importance of equal opportunity for all and the effects of discrimination.
 - 5.1.2 Ensure that all school decisions and activities are free from discrimination.
 - 5.1.3 Provide counseling and advice to staff and pupils who may have been victims of discrimination.

- 5.1.4 Seek opportunities for support to staff and pupils with disabilities and link them to the wider community of stakeholders.
- 5.2 The desk will prepare a report of the status of equal opportunity and disability in the school and submit to the school management of discussions, decisions and actions.
- 5.3 Commencement date. The policy will become operational on the date of approval by the School Committee.
- 5.4 The policy will be reviewed after every three years or as may be directed by the School management.

6. LINKAGE WITH OTHER POLICIES

This policy must be read together with the school management manual and other school policies. Where the policy is deemed to be deficient in substance or scope the national equal opportunity policy and laws will be invoked.