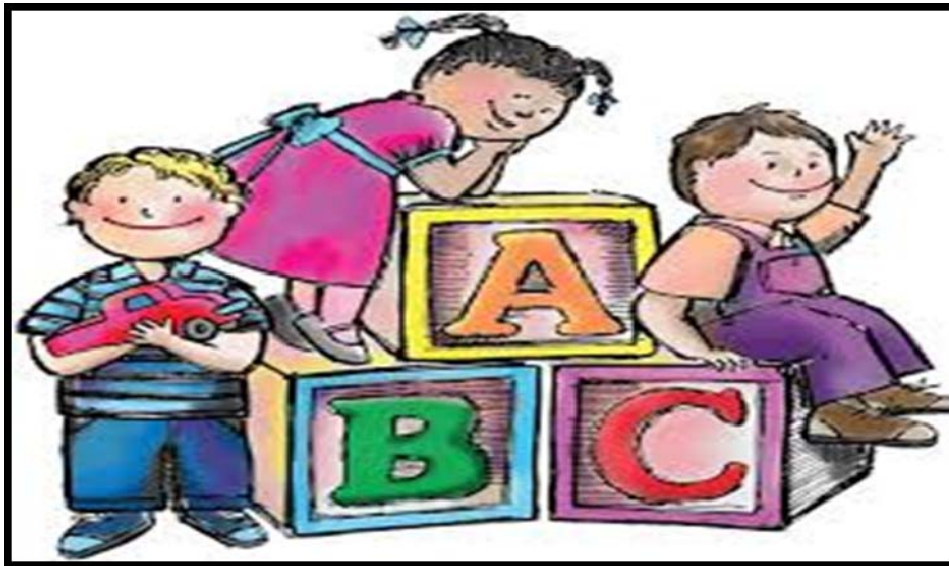




**MANUAL**  
**ON**  
**SAFETY AND SECURITY OF CHILDREN**  
**IN SCHOOLS**

Developed by  
**NATIONAL COMMISSION FOR PROTECTION OF**  
**CHILD RIGHTS**



5th Floor, Chanderlok Building, 36 Janpath,  
New Delhi 110001

## DISCLAIMER

This manual is being brought out as a compilation of twenty two existing and approved manuals/guidelines developed by various agencies, pertaining to the safety and security of children in schools and in school premises. This has been done with a view to assist various Education Boards in India and the Schools under them to have a common understanding regarding the basic safety and security measures/requirements need to be ensured for children. A number of measures and steps have been recommended, initiated and put into practice through these guidelines, in order to ensure safety and security of children within schools and in school premises. These are provided for ready reference and as potential tools and strategies for use. They may be utilized by themselves or with other strategies as deem prudent. It should be understood that circumstances might require customization or improvisation of these strategies, illustrated in this document.

In view of new circumstances and incidents, institutions need to assess their respective safety and security requirements and deal with them effectively. Therefore, the manual may be relevant with respect to the present-day scenario, however, **all the institutions have to develop their capacities and preparedness to handle unforeseen situations and circumstances.**

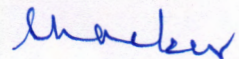
## FOREWORD

Commission is pleased to present this manual on *Safety and Security of Children in Schools*. We hope that it will enable us to work together to make schools a safe place where children can learn and grow and become responsible citizens of tomorrow.

Children are our most important resource and ensuring that they are safe and secure in schools across our country is most important. A safe school builds a culture of safety with awareness and vigilance along with sensitivity of issues involved.

It is very saddening when there are media reports about child sexual abuse by a teacher or an associated staff. A teacher occupies a position of trust and plays a very important role in moulding a child's development. Hence, when child sexual abuse (CSA) is committed by a teacher it completely shatters the child, both emotionally and physically. So, while physical scars heal over a period of time, the emotional scars are carried for life, as it is a complete betrayal of trust reposed by an innocent trusting child. Schools need to be vigilant and adopt a zero tolerance policy towards CSA.

I am extremely happy to acknowledge the strenuous work done by the Commission and all the stakeholders and the immense personal contribution made by Shri. Priyank Kanoongo, Member, Education, NCPCR. I congratulate the members of the Expert group, for assisting the Commission and consultants of NCPCR for completing this Manual.



**(Stuti Kacker)**

Chairperson, NCPCR


# ACKNOWLEDGEMENTS

This manual is a compilation of various existing guidelines, circulars, notifications, government orders on Safety and Security related issues in schools issued from time to time. National Commission for Protection of Child Rights (NCPCR) has prepared this manual with guidance from an Expert Group constituted by the Commission.

The Commission acknowledges the valuable inputs received from each member of the Expert Group viz. representatives from Ministry of Human Resource Development (MHRD), Ministry of Drinking Water and Sanitation (MoDW&S), Ministry of Health and Family Welfare (MoH&FW), National Institute of Disaster Management Authority (NIDM), National University of Education Planning and Administration (NUEPA), National Council of Education Research and Training (NCERT), National Council for Teacher Education (NCTE), Sports Authority of India (SAI), Central Board of Secondary Education (CBSE), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Council for the Indian School Certificate (CISCE), All India Institute of Medical Sciences (AIIMS), Central Institute of Psychiatry (CIP) Ranchi and Individual Experts Dr. Jitendra Nagpal from the field of Psychiatry and Psychology.

I express my sincere gratitude to Ms. Stuti Kacker, Hon'ble Chairperson, National Commission for Protection of Child Rights (NCPCR), for her active involvement, guidance and support during the entire process of the drafting of this Manual. Acknowledgements are also due to my colleagues Shri. Yashwant Jain, Member, Laws Relating to Children and Ms. Rupa Kapoor, Member Health and Ms. Geeta Narayan, Member Secretary for their valuable inputs.

I am extremely grateful to the Technical Experts of the Commission for drafting various sections on the aspects of safety and security of children contained herein this manual such as Senior Technical Expert Ms. Shaista K Shah, (on Psycho-social Aspects) and for coordinating with the Group of Experts, Technical Experts of Education Division viz. Shri. Paresh Shah, (on Health and Hygiene), Shri. Rajnikant (on Infrastructure), (Dr.) Ms. Madhulika Sharma (on Roles and Responsibilities of Teachers) and Shri Dushyant Meher. We extend our special thanks to Ms Sindhu Nambiath for helping in finalizing the Manual.

  
(Priyank Kanoongo)  
Member-Education  
NCPCR

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**This Manual has been prepared on the basis of following Acts/ guidelines/circulars etc:**

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## **LIST OF ABBREVIATION**

**NCPCR.....National Commission for Protection of Child Rights**

**RTE.....Right to Education**

**MHRD.....Ministry of Human Resource and Development**

**UNCRC.....United Nations Convention on the Rights of the Child**

**IPC.....Indian Penal Code**

**PTA.....Parents Teachers Association**

**SMC..... School Management Committee**

**CBSE.....Central Board of School Education**

**CISCE.....Council for the Indian School Certificate Examinations**

**SDMP.....School Disaster Management Plan**

**CWSN.....Children with Special needs**

**KVS.....Kendriya Vidyalaya Sangathan**

**NVS.....Navodya Vidyalaya Sangathan**

**NIDM.....National Institute of Disaster Management**

**NDMA.....National Disaster Management Authority**

**NCERT.....National Council of Educational Research and Training**

**NCTE.....National Council for Teacher Education**

**SAI.....Sports Authority of India**

**SSA.....Sarva Siksha Abhiyan**

**MDM.....Mid Day Meal**

**FSSAI.....Food Safety and Standards Authority of India**

# INTRODUCTION

In their formative years, children spend more time at school than anywhere else other than their own home. At school, children need a secure, positive, and comfortable environment to help them learn and grow. A safe learning environment is essential for students of all ages. Without that they are unable to focus on learning the skills needed for a successful education and future. The issue of school safety is a major concern at all levels of government from local to federal.

“School Safety” has been defined as creating safe environment for children, starting from their homes to their schools and back. This includes safety from any kind of abuse, violence, psycho-social issue, disaster: natural and manmade, fire, transportation. Emotional safety is especially important because it is often difficult for teachers and parents to detect emotional problems and difficulties in children. Bullying can cause victimized students to suffer from lower self-esteem and daily stress about their well-being.

Children require a healthy and supportive environment to grow and develop. Children of our country have constitutionally guaranteed fundamental rights to live with dignity and to have access to education in an environment that is safe, protective and conducive to growth and development. Everyone in school has a role to play in ensuring good safety, healthy and secure environment within the school; be it teachers, special needs assistants, visitors and contractors and students themselves.

As children spend a significant part of their childhood and formative years in schools, it is imperative that the ambiance

## Supreme Courts Directive on School Safety Norms in India

In a significant ruling, the Supreme Court ordered that no new government or private school would be given affiliation if the building did not have fire safety measures and earthquake resistant structure. Pained by the heart-rending death of 93 children in a fire at a Kumbakonam school in Tamil Nadu five years ago, a Bench comprising Justice H Dalveer Bhandari S Bedi said, "Children cannot be compelled to receive education from an unsound and unsafe building."

Referring to painful incidents involving death of school children due to fire in Kumbakonam as well as Dabwali in Haryana in 1995, the Bench said, "It has become imperative that safety measures as prescribed by the National Building Code of India, 2005, be implemented by all government and private schools functioning in our country."

The other directions to all state governments are:

- \* All existing government and private schools shall install fire extinguishing equipment within a period of six months
- \* School buildings are to be kept free from inflammable and toxic material or stored safely
- \* Evaluation of structural aspect of the school building must be carried out periodically
- \* School staff must be well-trained to use the fire-extinguishing equipment



in schools is positive and nurturing, where they feel safe and secure on the premises and with the care providers. Sense of safety and well being is also instilled in students when action is taken against misconduct or abuse, such as corporal punishment, discriminatory practices, bullying and other forms of verbal, emotional or sexual abuse, by teachers, other personnel or other students

Reportedly mostly physical harm in schools occur due to accidents such as slips, trips and falls, manual handling and contact with equipment. While the level of reported injury is low, it is worth noting the effect of such accidents, as in terms of time that the person being absent from work. It is significantly higher in education sector than in any other.

In a developing country like India, several schools are located remotely and in vulnerable areas. Many of them also fall short of responding adequately to emergency situations. There have been inclining trends reported regarding physical or psychological harm/ mental harassment/ discrimination caused to school students as a result of accidents, bullying, corporal punishments, harassment, stress and assault. Keeping in view of such incidents, it is important that the existing guidelines on safety and security of children in schools include a Safety and Security Checklist, as a ready reckoner.

This Manual on Safety and Security of children in Schools will act as comprehensive guidelines for the Education Departments, Educational Boards, school staff, students etc. This will also empower students to learn about safety measures.

## OBJECTIVE OF THE MANUAL

In recent past several accidents have occurred from time to time involving children while at the school premises. Stakeholder Ministries/Departments/Education Boards have issued circulars/instructions to the Schools on Safety and Security of Children in Schools. To make a set of comprehensive guidelines on Safety and Security of children in schools a manual has been developed by NCPCR for students, teachers and staff to introduce them to the themes of safety and prevention.

### **Objective of this manual is**

- To provide relevant information collated from various existing guidelines on the Safety and Security of Children in Schools.
- To inform and equip relevant stakeholders in monitoring the measures of school safety and security, so as to ensure the Safe and Secure environment for the children in schools.
- To facilitate awareness generation and building capacities of relevant stakeholders i.e. school management, teachers, staff and other personnel, SMC/PTA and students on safety and security of children in school.
- To highlight the roles and responsibilities of teachers and other school staff of the school ensuring safety .

## **SCOPE / APPLICABILITY**

This Manual is meant for all the stakeholders including the relevant ministries, departments, educational boards/ institutions, schools (heads/employees) and students.

## **LIMITATION OF THE MANUAL**

While every effort was made to cover all the aspects of safety and security of children in schools and to provide recommendations to the schools, it is important to mention that some circumstances might require additional strategies beyond those illustrated in this document. This Manual requires periodical updation, in order to make it relevant. The manual has also made an effort to highlight the basic essential standards required to be put in place by relevant authorities, in order to ensure the safety and security of children while in school/ in school premises/school transports.

## **HOW TO USE THE MANUAL**

To ensure safety and security of children in schools, various circulars, guidelines, notifications, government orders, manuals etc have been issued from time to time by various ministries/departments/organizations/institutions/education bodies/boards. NCPCR has made an effort to collate relevant aspects from these guidelines to come out with comprehensive and standardized guidelines for better compliance.

This Manual is divided into five main sections vis-à-vis various aspects related to the safety and security of children in school;(1) Infrastructure (2) Health and Hygiene (3) Psycho-Social Aspects (4) Roles and Responsibilities of Teachers and (5) Monitoring. It also provides monitoring and implementation mechanism. A Child Safety Checklist is also included in the Annexure of the Manual to undertake periodic safety audits of schools by various stakeholders.

**Child Safety Checklist** given at the end of this Manual need to be customized by the school authorities in consultation with SMC members, school staff, parents and students. This shall be used for the purpose of safety audits in the schools by the Education Departments and Boards.



# Section 1

## INFRASTRUCTURE



As teachers and children spend a substantial part of their day in school, it is essential to keep the school environment including building, premises, entrance and surroundings that comprise broader term 'Infrastructure' safe and secure. It is important to see that school buildings are built to be more resilient to hazards and ensure "life safety". In similar way, school administration, staff, teachers as well as students need to be better aware and prepared to respond to any catastrophe, natural or man-made, so that any damage - injury or loss of life and property - can be reduced, if not completely avoided.

School infrastructure includes many components viz., physical structures such as school building, playground, water bodies (if any), electrical and fire safety mechanisms, school transport etc. This section examines some of the existing guidelines to see what are the specifications mentioned in them in order to ensure and maintain a safe school infrastructure, where children will be safe and secure.

## **1. School building**

Many guidelines suggest steps to keep school building safe for children.

- I. Building needs to be certified as safe for housing the students by the local authorities- The school buildings shall preferably be a 'A' Class construction with brick/stone masonry walls with RCC roofing. Where it is not possible to provide RCC roofing only non-combustible fireproof heat resistance materials should be used.
- II. The nursery and elementary schools should be housed on the ground floor and the maximum number of floors in school buildings shall be restricted to three including the ground floor.
- III. The School building shall be free from inflammable and toxic materials, which if necessary, should be stored away from the school building.
- IV. The staircases, which act as exits or escape routes, shall adhere to provisions specified in the National Building Code of India 2005 to ensure quick evacuation of children.

- V. The orientation of the buildings shall be in such a way that proper air circulation and lighting is available with open space all round the building as far as possible.
- VI. Existing school buildings shall be provided with additional doors in the main entrances as well as the class rooms if required. The size of the main exit and classroom doors shall be enlarged if found inadequate.
- VII. School buildings have to be insured against fire and natural calamities with Group Insurance of school pupils.
- VIII. Kitchen and other activities involving use of fire shall be carried out in a secure and safe location away from the main school building.
- IX. All schools shall have water storage tanks, duly covered and protected.
- X. CCTV in schools needs to be monitored and maintained regularly.

## **2. Classroom**

The guideline issued by the Ministry of HRD, talks about class room safety.

The Class rooms should be white washed at periodic intervals and dusted regularly to maintain the class room hygiene. The windows should be secure and there should be no broken glass or fittings hanging loose. Black board in the class room may be hung, placed in a three legged stand to keep on a chair. Black boards are also attached to the wall of the classroom. In case of loosely placed black board in the classroom, there is a possibility of accidents, both minor and major, to the children while moving around in the class room.

While constructing school building, provision of adequate ventilators and windows in the class should be considered. Air flowing through the ventilators keeps the class room airy and fresh and the children also feel fresh and energetic to get involved in the teaching learning process. Class room floor should not be broken or uneven and may need to be repaired/ maintained from time to time.

### **3. Laboratory**

Laboratories in school must be positioned as per the rules, as mentioned below.

- I. The space for free mobility for students in case of an emergency must be maintained.
- II. The chemicals and instruments must be kept safely beyond the easy access of children and should be used only under supervision.
- III. A first aid box must be made available in the lab.
- IV. There should be an exhaust facility for the gases.
- V. The school team must be trained to meet any emergency in the laboratory.

### **4. Kitchen**

- I. The Kitchen cum Store should be located in a clean and open place and free from filthy surroundings and should maintain overall hygienic environment.
- II. The premises should be clean, adequately lighted and ventilated and have sufficient free space for movement.
- III. Floors, ceilings and walls must be maintained in a sound condition. They should be smooth and easy to clean with no flaking paint or plaster.
- IV. The floor and skirted walls should be washed as per requirement with an effective disinfectant. The premises should be kept free from all insects. No spraying should be done during the cooking of Mid Day Meal, but instead fly swats/ flaps should be used to kill flies getting into the premises. Windows, doors and other openings should be fitted with net or screen, as appropriate to make the premise insect free. The water used in the cooking shall be potable.
- V. Continuous supply of potable water should be ensured in the premises. In case of intermittent water supply, adequate storage arrangement for water used in food or washing should be made.



- VI. Arrangements for cleaning of containers, tables, working parts of machinery, etc. should be provided. vii. All utensils should be kept clean, washed, dried and stored at the Kitchen cum store to ensure freedom from growth of mold/ fungi and infestation.
- VII. All utensils should be placed well away from the walls to allow proper inspection.
- VIII. There should be efficient drainage system and there should be adequate provisions for disposal of refuse.
- IX. Potential sources of contamination like rubbish, waste water, toilet facilities, open drains and stray animals should be kept away from kitchen.
- X. Kitchen should be separate from classrooms, preferably located at a safe, but accessible distance. The current norm for a kitchen shed is 20 sq.m of floor space for every 100 children enrolled and thereafter 4 sq. m for every additional 100 children.
- XI. As far as possible, the layout of the Mid day Meal kitchen should be such that food preparation/processes are not amenable to cross-contamination from washing vegetables/cereals/Pulses/ etc). Floors, ceilings and walls must be maintained in a sound condition to minimize the accumulation of dirt, condensation and growth of undesirable molds.
- XII. Floors should be sloped appropriately to facilitate drainage and the drainage should flow in a direction opposite to the direction of food preparation. Adequate control measures should be in place to prevent insects and rodents from entering the processing area from drains. Windows, doors & all other openings to outside environment should preferably be covered with wire-mesh or insect proof screen as applicable to protect the premise from flies and other insects / pests / animals. xiv. Ventilation systems natural and /or mechanical including air filters, exhaust fans, wherever required, should be designed and constructed so that air does not flow from contaminated areas to clean areas.

- XIII. A display board mentioning do's & don'ts for the CCHs should be put up inside at a prominent place in the premise in local language for everyone's understanding.
- XIV. Properly constructed chimneys are required in the kitchens. Chimneys should not be the entry point of insects; reptile's etc. Fuel (kerosene/fuel wood/ charcoal/LPG) should be stored/installed safely, so that there is no fire hazard. Smokeless chulhas should be used to the extent possible. The Kitchen should have full visibility with sunlight or artificial light.
- XV. If kerosene/gas is used for cooking, the CCHs should be specifically trained in safe handling of stoves, gas cylinders, etc. Raised platform for cooking, adequate light, proper ventilation and arrangement for drainage and waste disposal. The dustbin should have a lid and should be always covered.
- XVI. The Right to Free and Compulsory Education (RTE) Act 2009 provide the legal framework for the quality education in India and mandates minimum norms and standards for infrastructure in schools including kitchen cum store.

## **5. Toilets**

Many documents including RTE Act, 2009 and MHRD circular to the States talk specifically about toilet standards to be maintained in schools.

- I. Toilets must be located within the school premises
- II. There must be separate toilets for girls and boys
- III. Separate toilets for children, staff, support staff
- IV. There must be separate toilets for visitors
- V. Every school needs to maintain number of toilets as per prescribed norms (according to affiliation by laws of respective board)
- VI. Toilets must be kept open for the use by children
- VII. Separate toilets, as per the norms, must be available/ accessible for children with disabilities.
- VIII. All the toilets preferably need to have running water facility.
- IX. Availability of soaps etc. for washing hands-should be ensured by the school.
- X. All the toilets must have doors for ensuring safety and privacy of children

- XI. The school needs to have clean and working method of disposing waste materials, especially for girls.
- XII. Toilets must be cleaned on daily basis.

## **6. Drinking Water**

Guidelines by CBSE, MHRD circulars and Navodaya School highlight the importance of provision of clean drinking water in schools.

- I. Safe and adequate drinking water should be made available to the children within the school premises.
- II. Safety/quality of water must be checked on regular basis by the concerned authority.

## **7. Electrical System and Safety**

Several guidelines point out the importance of electric safety measures that need to be ensured in schools.

- I. All the electrical systems in school must be checked periodically.
- II. Ensured limited access to the area of electrical installation only to those who are required.
- III. The electric wiring and points are to be kept in order. In case of any uncovered live wires find, the wiring must be changed and electricity disconnected till such defects are set right.
- IV. The electrical distribution boxes should be locked and the keys should be kept only under the custody of electrician or the person in charge.
- V. Immediate necessary measures should be taken to repair the loose wiring/connections.
- VI. In case of any such need electric gadgets should be handled by responsible employee of the School.
- VII. In few cases trees are placed just below the electric line whenever the branches grow it touches to the LT line and sparks dangerously. It should be checked regularly and branches should be dressed off in such a way that it will not touch to the electric wire any time.
- VIII. Students should be warned not to touch electric poles.

## **8. Fire Safety Management**

Fire Safety is another important safety aspect covered under many guidelines.

- I. Every school must have a fire safety certificate, which must be validated periodically by concerned authority
- II. School must have fire fighting systems in place to meet any emergency, including the alarm system or smoke detection system.
- III. With the help of fire fighting agencies mock drill and training must be carried out in each school on periodical basis.
- IV. Trained management team should be available in the school for initial fire hazard management.
- V. The School must put on display the Fire Safety and Evacuation Plan to be followed in case of emergency.

## **9. Earthquake Management**

National Disaster Management Authority (NDMA) has come out with specifications for schools prone to various natural calamities. If schools are situated in the earthquake risk zone, following steps must be taken

- I. Necessary steps must be taken during construction of the building for earthquake safety
- II. If required, school must modify structure in consultation with local authorities.
- III. A trained disaster management group should be available in school for initial response.
- IV. School must maintain a contact with the local disaster management authorities for training and retraining
- V. The School must put on display the Earth Quake Management & Evacuation Plan to be followed in case of emergency.

## **10. Playground**

RTE Act recognizes play ground as a mandatory part of school infrastructure, in view of the physical well-being of the students. It says as follow.,

- I. The school should have a playground.
- II. The playground should be maintained properly.
- III. The children must get the games/ sports materials to play.
- IV. The School should have a boundary wall.

The schools that are providing specific sports or physical activity need to provide proper facilities, trained staff and necessary equipment and materials, with respect to each of them and also need to adhere to the respective guidelines.

## **11. Minimum Standards for Safety related to Sports**

NCPCR guidelines developed with SAI and NIMHANS has suggested minimum standards for the safety of children in schools w.r.t to sports facilities:

- I. Provision of adequate medical facilities in schools is required. In case of female trainees, provision of lady doctor/ lady nurse should be made. Tie up with local reputed hospitals / empanelled hospitals for catering to the medical emergencies of trainees.
- II. Adequate and sufficient food/refreshment facilities for children while they participate in sports, as per norms fixed by SAI.
- III. Provision of counselling services for the children who take part in these activities, periodically.
- IV. The PT teacher and staff of school, should take the responsibility to monitor the system set up to address emergency pertaining to sports persons.
- V. School that are providing specific sports should comply with relevant safety measures as per guidelines of SAI.

## **12. Boundary Wall and Gates**

RTE Act (2009) mandates that every school should have boundary wall/fencing. Kendriya Vidyalaya as well MHRD guidelines provide details on this.

- I. Boundary wall should be of sufficient height so that no one can scale it down and should be got fixed with concertina wire.
- II. Boundary wall should have 3-4 gates preferably on the walls of different sides so as to ensure free, convenient and prompt exit in emergency.
- III. However, entry of outsiders should be allowed only through single gate properly manned by the guards. That single gate should have telephone connection (so as to enable the guard to inform the police directly in exigency).

- IV. Special surveillance and safety measures should be taken before actual entry and exit time of the school.
- V. At exit time of staff and students as many as gates available be used for dispersal.
- VI. The main gate should remain locked after entry of students and staff. Entry of the parents and visitors should be permitted only through small doors after verifying their identity through window during well notified schedule intervals, as such vehicles of visitors should not be allowed inside the campus.

### **13. School Premises and Surroundings**

KVS and NVS guidelines talk extensively about ensuring safety of the children in school surroundings and while a festival or celebration is being carried out in schools,

- I. The School should maintain a distance from railway tracks to provide a safe environment. If school is located near any rail track, impact of such locations on the school structure should be examined by the local authorities for the safety of the students before issuance of structural safety certificate.
- II. The School should maintain a distance from industry or chemical factory to provide a safe environment.
- III. If school located near an industry or a chemical factory producing fatal chemical products, each member including teacher, student and other staff must be made aware about different chemical product and precaution to be taken in case eventualities from the leakage of chemicals in this area.
- IV. First aid and other medical systems in place to safeguard school students
- V. Each member of school including students must be made aware on periodical basis about the procedures to be adopted in case of any emergency.
- VI. No liquor/opium/bhang shop should be allowed to operate in proximity of school.

### **14. Barrier Free Access for Children with Disabilities**

MHRD circular to the states / SSA framework for implementation of RTE Act specifically highlights the importance of making the school environment safe for children with disabilities and special needs.

- 1. Ramps must be constructed to provide access to the following places.

- Entry to the school
- Classrooms
- Toilets
- Playground
- Library
- Canteen
- Auditorium/hall
- Floor to floor

2. Railings need to be provided on the both sides of ramp.
3. The school needs to make provision for children (children with visual impairment and low vision) to move around in the school safely and independently.
4. The school should make provision to provide a school map in Braille indicating all the facilities including classrooms, common rooms, library , toilets etc that may be suitably placed at the main gate of the school or at any other suitable place. In addition, all the classrooms should have the signage in Braille for children with visual impairment.
5. An emergency and evacuation plan of the school should also be in Braille.
6. Also it is important to;
  - I. List of all children with disabilities in school must be prepared
  - II. Training must be provided to teachers and other staffs to understand their limitations and procedures to help them in the event of any emergency.
  - III. There should be a designated official in the school who is entrusted with the exclusive responsibility of their needs in any emergency.

## **15. Measures to Prevent Children from Dangers of Water and Drowning**

Navodaya Vidyalaya Samiti (NVS) and Kendriya Vidyalay Sanghatan (KVS) in their guidelines have explained steps to be taken to avoid danger of children from drowning.

- I. The wells and ponds if exist in the campus are to be provided with protective wall and iron grills covering the well and the movements of the students should be restricted towards it.

- II. Children should not be allowed to go towards the nearby river, canals, ponds and railway tracks and to take bath using water from the overhead tanks by climbing on the terrace. Fencing should be provided to the steps of overhead tank to avoid children climbing over head tank.
- III. Movements of children are to be strictly watched through formation of groups by school authorities.
- IV. Children should not be permitted to go outside the School premises during the school hours.
- V. The presence of the students in the School campus at all times should be strictly enforced. Strict discipline and to check the unauthorized absence of the students from the School is to be given paramount importance.
- VI. The root cause for such behaviour of the child must be ascertained, parents should be informed accordingly and corrective steps should be taken.
- VII. For certain ritual and functions which are observed in the school, necessary precautions and arrangements to be made in advance. Children should not be permitted to go on rallies for immersion of idols in tanks, ponds and wells etc.
- VIII. No procession should be allowed to move from school out of the campus in the eve of any religious celebrations.
- IX. No swimming pool will be constructed without prior permission of competent authority.
- X. If swimming pool is constructed in school premises, it must be constructed as per the prescribed norms of competent authority and should also be maintained as prescribed.

## **16. Safety from Constructional Hazards**

NVS, KVS and CBSE guidelines are highlighting the precautions to be taken when any construction work is taking place in school premises.

- I. School must obtain necessary permission from the local authorities for the constructional and repair work.
- II. The constructions must be planned during the lean time of students' presence in the school.
- III. Barricades and signboards must be installed in the construction area prohibiting the movement of students.
- IV. Water storage sources for such constructions must be covered to prevent small children from any possible mishap.



## 17. Safety during Celebration of Festivals

- I. Adequate precautions should be taken with regard to the movement of children inside the campus during celebration of festival days in schools.
- II. Teachers should be put on duty to organize the activities as per scheduled plan.
- III. Special care should be taken to see that children do not move, around the hazardous and dangerous points.
- IV. No procession should be allowed to move from out of the school campus on the eve of such celebrations.
- V. Wherever the immersion of idol etc. is involved during festival, the Principal should ensure that the image/idols are handed over by the students in the Campus itself and the Principal shall arrange for immersion through outsider/security personnel.
- VI. All staff members are required to be properly briefed before commencement of any programme regarding safety of children.

## 18. Safety in School Transports

Another important area that needs supervision and specific measures is the transport facility (school as well as own transport) that children use to commute to school. CBSE has specifically issued a circular towards ensuring children's safety in school transport, based on the Supreme Court Guidelines on this.

As per the notification no.G.S.R.868(E) issued by Ministry of Road Transport and Highways, GOI, School Bus was defined as, "a vehicle with a seating capacity of thirteen passengers and above excluding driver, designed and constructed specially for children going school."

### A. Exterior of the Bus

- I. All the school buses must be painted with uniform colour preferably Yellow with the name of the school written prominently on both sides of the bus so that these can be identified easily.
- II. The word "**School Bus**" must be written on the back and front of the bus if it is hired bus, "**On School Duty**" should be clearly indicated.

- III. Telephone numbers of the school and/or telephone numbers of any contact person shall also be written prominently in a prominent place in each school bus so that in case of necessity the public can inform the school authority/police or other authorities

### **B. Fixture and furniture of the Bus**

- I. The windows of Bus should be fitted with horizontal grills and with mesh wire.
- II. The doors of the Bus should be fitted with reliable locks that can be locked.
- III. All school buses must be fitted with speed control devices so that they do not exceed the speed limit of 40 Kmph.
- IV. There should be a fire extinguisher in the Bus.

### **C. Manpower in the Bus**

- I. Police verification of the staff of the bus should be done before appointing them.
- II. There must be a qualified attendant, preferably female in the Bus to attend to Children.
- III. Each school should designate one Transport Manager/ Coordinator who will ensure the safety of the school children.
- IV. The provision shall also to be made by the school authorities for travelling of at least one teacher in each school bus, keeping in view the safety of the school students all throughout the journey and no outsider except the conductor or the said authorized teacher or one person authorized by the guardians shall be allowed to board school bus.
- V. Medical checkup regarding the physical fitness of the driver including the eye testing shall be made every year.

### **D. Facilities in the Bus**

- I. Bus should have a First Aid Box.
- II. To keep the school bags safely, there should be a space fitted under the seats or as convenient.
- III. The buses should be fitted with alarm bell/siren so that in case of emergency everyone can be alerted.

### **E. Permits**

- I. The driver should have valid license and at least 5 years of experience of driving heavy vehicles.

- II. A driver who has been challaned more than twice in a year for offences • like red light jumping, violation of lane discipline or allowing unauthorized person to drive cannot be employed.
- III. A driver who has been challaned even once for the offence of over speeding, driving dangerously or for the offences under Section 279,337,338 and 304A of the Indian Penal Code cannot be employed. Every vehicle shall carry a suitable photograph of the authorized driver duly certified by the RTA.
- IV. Periodical fitness certificate regarding roadworthiness of the vehicle shall have to be obtained.
- V. Any school authority and/or driver found to have violated the provision of the Motor Vehicles Act, 1988 and the rules framed there under as well as of the directions must be penalized.

#### **F. Arrangements in the Schools**

- I. All the affiliated schools will make safe arrangement for boarding and de- boarding of school children from the school bus.
- II. The school authority shall ensure that the doors of the buses remain shut while in running condition.
- III. They will ensure that buses halt only at bus stops designated for the purpose and within the marked area.
- IV. Refresher course for driver training so as to fine tune and increase the proficiency of the driver shall be given to the drivers of the school buses periodically, i.e. least twice in a year.
- V. No person shall be allowed to drive the school bus in drunken condition. Regular check in the respect shall be undertaken by the school authorities and in case of any doubt in that regard such drivers must be subjected to medical test immediately and proper action including the action for cancellation of the license have to be taken.
- VI. All drivers of the school buses have to be dressed in a distinctive uniform with their names inscribed in it.
- VII. In every school bus there shall be another qualified person to keep attending children travelling in such buses, as conductor, who have to be , dressed in distinctive uniform with their names inscribed in it.

- VIII. The school authority must provide one set of mobile phone in each school bus so that in case of emergency the bus can be contacted or the driver/conductor can contact the police or State authority as well as the school authority.
- IX. The authority shall ensure that the school buses are not permitted to over take any other four wheelers while carrying the school children in the bus.
- X. The School authority shall ensure that the students maintain discipline when boarding and disembarking the bus so that no children get hurt.
- XI. Effort shall be made by the school to make necessary arrangement for parking the school bus inside the school campus at least at the time of boarding and disembarking. In case it is not possible to park such vehicle inside the school campus, the buses must be parked in such a way so that it does not create any traffic problem for other vehicles.
- XII. The school should encourage its children to conduct programmes through play, exhibition etc. during Road Safety Week to create an awareness in public.
- XIII. Periodic feed-back from students using school Transport facility with regards to driver/conductor be taken and records are to be maintained.

## 19. Clearances and Certificates

Affiliation by-laws brought out by CBSE and ICSE lists some of the certificates and clearance documents for schools, with respect to infrastructure.

- I. Every School shall have a mandatory **fire safety** inspection by the Fire and Rescue Services Department followed by issuance of a '**no objection certificate**' to the School as a mandatory requirement for granting permission for establishing or continuation of a School.
- II. Periodical inspection must be carried on quarterly basis (especially during raining seasons) to check cracks in the school structures and immediate action should be taken to repair them.

## Section II

# Health and Hygiene



With the aim of protecting and promoting the health, hygiene and welfare of children, it is important that each school should develop, implement and maintain an effective health and hygiene management system. This chapter of the manual is to ensure that all the stakeholders concerned with schools follow the prescribed guidelines for providing and maintaining healthy and safe environment for children in school.

Good health and hygiene management system supports the delivery of high educational standards and should be integrated into everything one does. On that premise, the manual's general approach is a pragmatic one. With safety advice notes to aid good management practice, and guidance in the form of model health and safety procedures and example risk assessments, the chapter on health and safety encompasses the key points as prescribed in various guidelines/ notifications issued by the Government.

Following are the key points to ensure health service provision for children in schools viz;

## **1. Screening, Health Care and Referral:**

The section on 'School Health' under the 'Indian Public Health Standards (IPHS) Guidelines for Primary Health Centers', suggest the following points to ensure the safety and security of children with respect to their health, hygiene and well-being in schools.

- I. Screening of general health, assessment of Anaemia/Nutritional status, visual acuity, hearing problems, dental check-up, common skin conditions, Heart defects, physical disabilities, learning disorders, behaviour problems, etc. should be periodically done in schools, once in three months.
- II. Basic medicine kit/ first aid box should be available in the school to take care of common ailments prevalent among young school going children.
- III. Children, requiring specialized attention, should be referred immediately to the concerned specialists.
- IV. Sick children once identified, should be immediately referred to the concerned doctor.

- V. The sick child has to be attended to by a certified medical doctor. In case the doctor feels that admission at the district hospital is necessary, this should be ensured. Parents of the child must be intimated about the sickness of their child.

## **2. Immunization**

As per the 'Indian Public Health Standards (IPHS) Guidelines,

- I. The Schools should have Immunization Programme to protect children from infectious diseases through vaccination to protect children against diseases with the named vaccines viz.: Measles, mumps, rubella with MMR vaccine.
  - a. Tetanus, diphtheria, pertussis, polio with TDaP/IPV 4 in 1 vaccine.
  - b. Tetanus, diphtheria, pertussis with Tdap vaccine.
  - c. Human papilloma virus (HPV) with HPV vaccine.
  - d. Meningococcal C infection with MenC vaccine etc.
- II. Schools should ensure immunization as per national schedule.
- III. Fixed day activities coupled with education about the issue should be conducted in school.

## **3. Micronutrient (Vitamin A and IFA) Management:**

National Programme of Nutritional Support to Primary Education, 2006 [Mid-Day Meal Scheme] talks about Vitamin A and IFA supplements to school children. It also says it should also be complemented with appropriate interventions relating to micronutrient supplementation and de-worming through administration of

- I. Six monthly dose for de-worming and Vitamin –A supplementation,
- II. Weekly iron and Folic Acid supplement Zinc and other appropriate supplementation depending on common deficiencies found in the local area: it may be noted that only iodized/ double fortified (iron and iodine) salt should be used for cooking. State Governments are expected to issue detailed guidelines in this regard.

It also suggests

- I. De-worming process in schools should be done as per the national guidelines
- II. There should be a biannually supervised schedule for de-worming of children in schools.
- III. Prior IEC materials should be distributed amongst students and parents of the school.
- IV. Siblings of students should also be covered for de-worming process, especially children in rural settings and urban slums.

#### **4. Hygiene and Sanitation**

Swachh Bharat and Swachh Vidyalaya guideline recommends the following steps for ensuring hygiene and sanitation for children in schools

##### **a. Toilets**

Separate toilets for boys and girls, with one unit generally having one toilet (WC) plus 3 urinals should be provisioned in every school. The ratio to be maintained is preferably one unit for every 40 students.

##### ***Essential components for girls and boys (separate) toilets***

- I. Squatting area, with adequate availability of water for washing within toilet block.
- II. Orientation and opening for natural light and ventilation.
- III. Door with child-friendly latch.
- IV. Floor with adequate slope and maintainable durable finish.
- V. Light weight roof cover.
- VI. At least one toilet for Children with Special Needs (CWSN) with necessary provisions.
- VII. At least one incinerator in girl's toilet block and niche to keep sanitary napkins.
- VIII. Hooks for hanging clothes.
- IX. Graphics and visuals depicting key hygiene messages.
- X. Use of water conserving techniques.

##### ***Essential components for girl's and boy's urinals***

- I. Partition between urinals.
- II. Opening for natural light and ventilation.
- III. Screen door in at least one urinal upto 1500mm height.
- IV. Floor made of ceramic tiles for easy maintenance with adequate slope and easy to maintain durable finish.
- V. Light weight roof cover.



VI. Use of water conserving techniques.

### **b. Menstrual Hygiene Management**

Similarly, Menstrual hygiene management facilities including soap, adequate and private space for changing, adequate water for cloth washing and disposal facilities for menstrual waste, including an incinerator or dustbins should be ensured by every school.

### **c. Hand Washing**

MDM guidelines of MHRD highlights importance of hand washing among children in schools and suggest the following points to ensure that.

- I. Daily hand washing with soap before Mid-Day-Meal (MDM) should be done by children and MDM staff.
- II. Sufficient group hand washing facilities allowing groups of 10-12 students to wash hands at the same time should be available in school.
- III. The hand washing station should be simple, scalable and sustainable, relying on usage of minimum water. These hand washing facilities can be developed using local materials.
- IV. Group hand washing with soap sessions should be conducted before the Mid-Day-Meals are served, and should be supervised by teachers, who emphasize good hand washing techniques.
- V. The hand washing sessions should be used as an opportunity for delivering hygiene messages, especially the message that hands should be washed at two critical times: before eating and after using the toilet. The sessions can also be used to deliver messages on sanitation and drinking-water safety.
- VI. Adequate time allocation (preferably 10-12 mins) before the Mid-Day-Mealtime, to ensure that every child and teacher can wash hands with soap, conveniently.

#### ***Hand wash facility for toilets and urinals;***

- I. Separate Hand wash facilities for boys and girls within respective toilet blocks should be available in schools.
- II. Water points should be provisioned at child-accessible height.
- III. Place to keep soap should be provisioned at child-accessible height.
- IV. Use of water conserving techniques should be ensured.

***Hand washing stations for midday meal/kitchen area with the following;***

- I. An additional facility to wash hands before and after the Mid-Day-Meal should be ensured.
- II. Outside or away from toilet blocks (depending on space) because it is unlikely that children would go inside the toilets to wash hands before eating.
- III. Simple, scalable, multiple points at child-accessible height(s) for washing hands should be ensured.
- IV. Place to keep multiple soaps at child accessible height.
- V. Connection of waste water kitchen garden/herbal garden.

**d. Drinking Water**

The MDM guideline also highlights the importance of provision of safe drinking water to children in schools.

- I. Daily provision of sustainable safe drinking water and adequate water for hand-washing, in a child-friendly way. In addition, water for school cleaning and also food preparation and cooking. Safe handling and storage and maintenance of drinking water should be practiced throughout the school.
- II. The school authorities should ensure that drinking water is potable and if the water is being drawn from an underground source, necessary filtration/purification to be organized with support from district level for portability of water.
- III. Drinking water should be at a safe distance of at least 10 meters from the bleach/soak pits attached to school toilets or nearby toilets or from the community sewage water drain.

**e. Operation and Maintenance (O & M)**

Operation and Maintenance of all the above-mentioned facilities are equally important, for desired behavior changes and subsequent results. Many steps are suggested in the Swachh Bharat Swachh Vidyalaya guideline., regarding this.

- I. All water, sanitation and hand washing facilities need to be clean, functional and well maintained to ensure that the intended results are achieved and capital investments made in installing these systems are not lost.

- II. Annual Maintenance Contracts(AMC) may be issued, which will include regular maintenance of facilities, regular supply of cleaning materials, consumables like soap, disinfectants, brooms, brushes, buckets etc.
- III. The AMC may include identification of repair tasks and arrangement for repair facilities. Alternatively, some local arrangements can be made, which can include appointment of local sweepers/cleaners, appointed by the school/district, which are provided with a regular supply of consumables.
- IV. Regular/daily inspection of water and sanitation facilities by an appropriate group of persons as appointed by the SMC.

#### **f. Behavior Change Activities**

It is important to bring about the desired change in children as well as other people in school, for the optimum and right utilization of these facilities. Few suggestions are given below as per the Swachh Bharat and Swachh School Guideline.

- I. Water, sanitation and hygiene behaviour change communication activities should be part of the daily routine of all children.
- II. Hygiene messages may be integrated into the text book curriculum or may be imparted through supplementary reading materials, activity based learning methodologies or even during the morning assembly sessions.
- III. Girls must be taught menstrual hygiene management by female teachers in a sensitive and supportive manner and also take steps to encourage and support girls during menstruation so they do not miss school.
- IV. Other steps that can be taken to support girls include stock piling extra sanitary pads and clothes (such as school uniforms) for emergencies, along with enhanced training programmes for teachers.

### **5. Mid-Day-Meal: Food Safety and Hygiene**

Mid-Day-Meal (MDM) scheme is a Centrally Sponsored Scheme that prescribes to serve hot cooked mid-day meal to school children studying in Classes I-VIII of Government, Government aided schools, Special Training Centres (STC), Madarasas and Maktabas supported under the Sarva Shiksha Abhiyan. This is one area where schools need to adhere to health, hygiene and safety standards, as it directly impacts health of the children.

The MDM guideline envisages providing cooked mid-day meal with 450 calories and 12 g of protein to every child at primary level and 700 calories and 20 g of protein at upper primary level. This energy and protein requirement for a primary child comes from cooking 100 g of rice/flour, 20 g pulses and 50 g vegetables and 5 g oil, and for an upper primary child it comes from 150 g of rice/flour, 30 g of pulses and 75 g of vegetables and 7.5 g of oil.

- I. The mid-day meal should contain adequate nutrients and should be, palatable, hygienic, and operationally feasible. These food safety guidelines are for school level kitchens only, where the mid-day meal is cooked for children.
- II. Quality assurance of mid -day meal and food safety should be an integral part of food handling procedures at the school kitchen.
- III. The food provided through these kitchens should be nutritious, free from food adulterants, contamination pathogens, artificial non food grade colours, and additives and adhere to food safety and quality norms.
- IV. Food safety encompasses selection, handling, preparation, and storage of food in ways that prevent food borne illness and contamination. This includes proper routines that should be followed to avoid potentially severe health hazards.
- V. It should be ensured by schools that MDMs are free from any kind of contamination viz; biological, physical and chemical contamination.

#### **A. Lifting and transportation of food grains (MDM)**

- I. As mandated under MDM scheme, food grains are provided by Food Corporation of India. Food grains are to be allocated bi-annually by the Department of School Education and Literacy with the concurrence of Department of Food and Public Distribution for primary and upper primary school level separately.
- II. FCI is to ensure continuous availability of adequate quantity of food grains, which will be in any case not less than of Fair Average Quality (FAQ) in its Depots. FCI will appoint a Nodal Officer for each State to take care of various problems in supply of food grains under the scheme.
- III. The sample (in triplicate) of stocks proposed to be lifted will be drawn jointly in the presence of the representatives of the Collector and/or Chief Executive Officer, District Panchayat and the FCI and the sample slips will be jointly signed and sealed. One such sealed sample will be given to State Government representative, one will be sent to FCI District Office and one will be retained at the depot.

- IV. Samples of lifted food grains shall be retained for 3 months in token of quality of grains received from FCI. In case any complaint of low quality of food grains is received within this period, these samples can be used to ascertain the veracity of the complaint
- V. The guidelines relating to lifting and transportation of food grains are based on the guidelines issued by MHRD vide letter no F.1-15/2009 – Desk (MDM) dated 10th February, 2010.

## **B. Procurement of oil, pulses and condiments**

- I. Only packed dals, salt, spices, condiments and oil with AGMARK quality symbol should be purchased.
- II. Any ingredient being sold loose should never be bought.
- III. The packaging and expiry date of the ingredients should be checked.
- IV. Only “double fortified salt” should be used for cooking mid day meals.
- V. Food grains should be stored in standard bins while, plastic food grade containers are ideal for storage of daals, spices, condiments and other ingredients.

## **C. Procurement of perishable raw material**

- I. Vegetable, fruits and perishable food commodities should be procured fresh and storing for longer time/duration should be avoided.
- II. Perishable items should not be stored in plastic bags as these get spoilt quickly due to lack of transpiration. Such items have to be stored away from sunlight, in a cool place.
- III. Zero energy cool chambers are a low cost alternative to store horticulture produce. This is an on-farm storage chamber, for fresh fruits, vegetables to extend their marketability. Due to their high moisture content fruits and vegetables have very short life and are liable to spoil. The zero energy cool chambers can be constructed easily with materials like brick, sand, bamboo, khaskhas/straw, gunny bag etc. The chamber can keep the temperature 10-15 0 C cooler than the outside temperature and maintain about 90% relative humidity. It is most effective during the summer.
- IV. Storage of raw materials, ingredients should be subject to FEFO (First Expire First Out) or FIFO (First in, First Out) stock rotation system as applicable. Containers made of non-toxic materials should be provided for storage of raw materials. The food materials shall be stored on racks / pallets such that they are reasonably well above the floor level and away from the wall so as to facilitate effective cleaning and prevent harbouring of any pests, insects or rodents.

- V. No raw material or ingredient should be accepted if it is known to contain parasites, undesirable micro-organisms, pesticides, veterinary drugs or toxic items, decomposed or extraneous substances, which would not be reduced to an acceptable level by normal sorting and/or processing.
- VI. All raw materials, food additives and ingredients, wherever applicable, should conform to all the regulations and standards laid down under the relevant laws.
- VII. All raw materials should be physically checked and thoroughly cleaned. Raw materials should be purchased in quantities that correspond to storage/ preservation capacity. Packaged raw material must be checked for 'expiry date'/ 'best before'/ 'use by' date, packaging integrity and storage condition.
- VIII. The supply of food grains like wheat and rice should not be stored for more than a quarter; they may be stored in airtight bins or stacked neatly in gunny bags or bins Page 8 of 15 and stored in area free of rodents and insects.
- IX. Food grain should not be stored directly on the ground; a wooden plank should be used for stacking of food grains.
- X. In respect of storage of other raw materials, it should be stored in bags, should be away from the walls (about one feet) to avoid absorption of moisture; the height of the wooden plank may be at least 8 to 12 cms above the floor.
- XI. Ingredients like double fortified salt, condiments, oils soya bean, pulses etc. should be stored in airtight containers.
- XII. All containers should be of materials that do not impart toxicity to food. These containers should be cleaned at regular intervals and thoroughly dried before use.
- XIII. It should be ensured that ingredients used for cooking such as food grains, pulses, vegetables, cooking oil and condiments, are free from adulteration, contaminants, pest and infestation.
- XIV. All stored raw materials and ingredients must be kept under dry and cool and ventilated conditions that will prevent spoilage, protect against contamination by pathogenic microorganisms, insects, rodents, foreign bodies, chemicals and damage. This implies that food and non-food materials should not be stored in the same area and not all food materials can be stored together because of risk of contamination.
- XV. Storage of fuels, disinfectants, detergents, cleaning agents should be strictly away from the stored raw materials and under lock and key.

## **6. Mid-Day Meal: Safety and Hygiene in Preparation and Cooking**

Maintaining hygiene and safety standards while preparation and cooking of meals are equally important as ensuring the quality of food materials.

### **A. Food Safety measures during preparation**

- I. The cereals and pulses should be manually cleaned before cooking to remove any extraneous matter.
- II. 'Single Dish Meals' using broken wheat or rice and incorporating some amount of a pulse or soya beans, a seasonal vegetable/green leafy vegetable, and some amount of edible oil will save both time and fuel besides being nutritious.
- III. Leafy vegetables when added to any preparation should be thoroughly washed before cutting and should not be subjected to washing after cutting.

### **B. Food Safety Measures during Cooking**

- I. Cooking must be done with the lid on to avoid loss of nutrients and contamination.
- II. The containers should be checked for its cleanliness.
- III. Food should be served hot to children immediately after being cooked.
- IV. Vegetarian and non-vegetarian items should be segregated.
- V. Kitchen staff should be deputed at school level for the distribution of food from centralized kitchen with proper hygienic measures. .
- VI. The school management should be encouraged to draw on the support of the community. Gram Panchayats and School Management Committees/Village Education Committees may be approached for involving community members in regular inspections, on a rotation basis, to help the school management in ensuring efficient quality cooking, serving and cleaning operations.
- VII. Support of the community members, including mothers' groups, should also be solicited to ensure that children wash their hands with soap before eating, use clean plates and glasses, avoid littering and wastage of food, and rinse their hands and mouth after eating.

### **C. Tasting of the mid-day meals by teacher**

- I. The tasting of the food by a teacher just before serving is mandatory.
- II. The teacher is to maintain a record of tasting in a register.

- III. SMC member should also taste the food on a rotation basis along with the teachers before it is distributed to the children.

#### **D. Testing of mid-day meal**

The States/UTs must consider engaging CSIR Institutes / NABL accredited laboratories and FSSAI accredited laboratories for undertaking testing of samples of MDM for food safety and contamination (microbial and chemical).

The school should keep the sample of the mid-day meal served to the children for next 24 hours for the monitoring of the food safety measures.

#### **E. Cleaning of cooking areas**

- I. The floors of kitchen and the slabs should be cleaned every day before and after the food is cooked. Special attention should be paid to the cleaning of obstructed sites including cooking areas and at the junction of floors and walls.
- II. The cooking areas must be kept cleaned at all times. It is important that surfaces in direct contact with food must be both clean and dry before use. Cracks, rough surfaces, open joints etc. must be repaired as soon as possible.

#### **F. Cleaning of utensils, equipment and other materials**

- I. Cleaning accessories such as cloths, mops and brushes carry a very high risk of cross contamination. They must therefore be thoroughly washed, cleaned and dried after use.
- II. Cleaning accessories used in the cooking area/packing area should not be used in other parts of the kitchen.
- III. Sun drying of the cleaning accessories in a clean and tidy place should be done.
- IV. Tables, benches and boxes, cupboards, glass cases, etc. shall be clean and tidy. Cooking utensils and crockery should be clean and in good condition. These should not be broken/ chipped.
- V. Utensils should be cleaned of debris, rinsed, scrubbed with detergent and washed under running tap water after every operation.
- VI. Wiping of utensils should be done with clean cloth.
- VII. Clean cloths should be used for wiping hands and for clearing surfaces.



- VIII. Cloth used for floor cleaning should not be used for cleaning surfaces of tables and working areas and for wiping utensils.
- IX. Dust or crumb from plates or utensils should be removed into dustbin by using cloth or wiper.
- X. Accessories and containers that come in contact with food and used for food handling, storage, preparation and serving should be made of corrosion free materials which do not impart any toxicity to the food material and should be easy to clean and /or disinfect.
- XI. Equipment and utensils used in the preparation of food should be kept at all times in good order and repair and in a clean and sanitary condition. Such utensil or container should not be used for any other purpose.
- XII. Every utensil or container containing any food or ingredient of food should at all times be either provided with a properly fitted cover/lid or with a clean gauze net or other material of texture sufficiently fine to protect the food completely from dust, dirt and flies and other insects.

### **G. Personal hygiene, cleanliness and health checkups of Cook cum Helpers**

- I. Cooks and helpers should maintain a high degree of personal hygiene and cleanliness.
- II. The person suffering from infectious disease should not be permitted to work.
- III. Biannual health checks up should be undertaken to ensure fitness for the job of Kitchen Staff. Cooks/helpers should report immediately to their supervisors, if they are suffering from any disease likely to be transmitted via food, e.g. diarrhea or vomiting, infected wounds like, skin infections, jaundice or sores.
- IV. All food handlers should remain clean, wear washed clothes and keep their finger nails trimmed, clean and wash their hands with soap/ detergent and water before commencing work and every time after touching, raw or contaminated food or using toilet.
- V. All Cook cum helpers should avoid wearing loose items that might fall into food and also avoid touching or scratching their face, head or hair.
- VI. It should be ensured that all Kitchen Staff are instructed and trained in food hygiene and food safety aspects along with personal hygiene requirements commensurate with their work activities, the nature of food, its handling, preparation, service and distribution.
- VII. Training programmes should be regularly reviewed and updated wherever necessary.

- VIII. Chewing, smoking, spitting and nose blowing should be prohibited within the premises especially while handling food.
- IX. The Kitchen staff should have adequate and suitable clean protective clothing, head covering hair should be tied up neatly and ensured that at work they wear only clean protective clothes and head covering essentially during MDM operation.
- X. The kitchen staff should wash their hands at least each time work is resumed and whenever contamination of their hands has occurred; e.g. after coughing / sneezing, visiting toilet, using telephone, smoking etc; avoid certain hand habits - e.g. scratching nose, running finger through hair, rubbing eyes, ears and mouth, scratching beard, scratching parts of bodies etc.- that are potentially hazardous when associated with handling food products, and might lead to food contamination through the transfer of bacteria from the employee to product during its preparation. When unavoidable, hands should be effectively washed before resuming work after such actions.

#### H. **Pest Control**

- I. Cleanliness is essential for effective control of all pests (mainly rodents, birds, and insects).
- II. Wire mesh screens, for example on open windows, doors and ventilators, will reduce the problem of pest entry.
- III. Generally no pesticides/insecticides should be encouraged or used in cooking area. However if unavoidable, care must be taken to protect people, food, equipment and utensils from contamination before these are applied.
- IV. Pesticides should always be kept in its original containers, clearly marked and be stored in a locked storage separate from cooking ingredients storage areas. Records of pesticides/ insecticides used along with dates and frequency should be maintained.
- V. Kitchen and the store area should be kept clean and tidy to prevent pest access and to eliminate potential breeding sites.
- VI. Holes, drain covers and other places where pests are likely to gain access should be kept in sealed condition or fitted with mesh / grills / claddings or any other suitable means as required and animals, birds and pets should not be allowed to enter into the food storage and cooking area.

- VII. The school maintenance grant made available under the Sarva Shiksha Abhiyan may be used for this purpose.
- VIII. Adequate arrangements including installation of fire extinguishers should be made to deal with incidents of accidental fire in the kitchen area of the school.

### **I. Testing of drinking water**

- I. Bore water/tap water/hand-pump water is being used (in general) for cooking, drinking and washing.
- II. Water needs to be tested for chemical as well as microbiological contamination. The testing of water can be done in convergence with the concerned water supply/Public Health Engineering departments of the States/UTs.

## **7. Promoting Wholesome and Nutritious Food and Restricting/ Limiting the Availability of Foods High in Fat, Sugar and Salt (HFSS Foods/Junk Food) among School Children**

Guidelines issued by FSSAI on HFSS need to be strictly followed by all the schools to restrict ban '**Junk Food** 'within School and close proximity of the school as per the guidelines.

- I. Restrict / Limit the Availability of most common HFSS Foods in Schools and area within 50 meters The objective is to restrict/limit the consumption/availability of most common HFSS food as per indicative list in the school premises, where the child is without parental supervision. In schools and nearby areas of 50 meters, restrict/limit the availability/consumption of most common HFSS foods (Items as below) that are widely promoted and advertised, easily accessible to children, and are standardized processed foods. The identified foods are based on an evaluation done out of available similar foods in India. They are considered unhealthy due to imbalance in nutrients, i.e., high in fat, sugar, salt and/or low in proteins, fibers and nuts.
  - i. Chips, fried foods
  - ii. Sugar sweetened carbonated beverages
  - iii. Sugar sweetened non-carbonated beverages
  - iv. Ready-to-eat noodles, pizzas, burgers
  - v. Potato fries

vi. Confectionery items

- II. Steps should be initiated to develop a nationwide programme for identification of further foods based on the above criterion and inform schools accordingly.
- III. Besides the listed foods, another food category of concern is the non-standardized deep fried foods such as samosa, chana bhatura, etc. that are available in the school canteens and nearby areas.
- IV. The school management must ensure regulation of such foods through canteen policies that promote healthy, wholesome and nutritious foods.
- V. Schools that have canteen facility, need to develop a Canteen Policy to provide nutritious, wholesome and healthy food in canteens and should not treat them as commercial outlets.
- VI. A suitable canteen policy that enables nutritious, wholesome and healthy foods to children should be developed in consultation with health ministry and education ministry.
- VII. The school canteen policy should consider, for the sake of easy understanding, introducing

## **8. Substance Abuse Prevention Programme suggests**

- I. School based activities to prevent the use of harmful substances such as tobacco, alcohol, and drugs
- II. Schools need to provide information material, organise staff/student workshop, in class lessons, student and family consultations and may suggest referral for therapeutic counselling
- III. Awareness and orientation of parents, sensitization of staff members and workshops for students also can be arranged

## Section III

# PSYCHO SOCIAL ASPECTS

In order to ensure physical safety of children in schools, settings must be *free from violence* and unsafe health conditions that directly impact children's' physical health and survival. Safety issues include freedom from exposure to environmental hazards, infectious agents, and both unintentional and intentional injuries. Just as physical safety of children in schools is important, so is psychological safety. Children that are victims of violence, as well as those who witness violence, show continuing symptoms of Posttraumatic Stress Disorder (PTSD). These symptoms include depression, dissociative reactions, and feelings of helplessness, emotional deregulation, aggression, intrusive thoughts, and flashbacks.

A chronic pattern of psycho-social maltreatment destroys a child's sense of self and personal safety. Corporal punishment amounts to abuse and militates against the freedom and dignity of a child. It also interferes with a child's right to education because fear of corporal punishment makes children more likely to avoid school or to drop out altogether. Hence, corporal punishment is violative of the right to life with dignity.<sup>1</sup> Same is the case of violence among peers and groups of children that inflict physical as well as psychological fears and scars in children.

The School shall provide the right ambience and climate to the students to develop and enrich talents to facilitate total development of personality. To develop a creative human being in a fearless environment schools should encourage teachers to adopt alternative strategies to corporal punishment.<sup>2</sup>

## 1. Corporal Punishment

As per the provisions of RTE Act 2009, the **corporal punishment** may be identified as physical punishment, mental harassment or discrimination. *Corporal punishment will also include all forms of sexual offences as per the Protection of Children from Sexual Offences Act, 2012.*

“**Physical punishment**” is any action that may causes pain, injury and discomfort to a child including causing **physical harm** to a child with hand or cane/ stick, making children assume an uncomfortable position e.g. standing on bench or holding ears through legs, detention in the classroom, library or any closed space in the school etc.<sup>1</sup>

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<sup>1</sup> Guidelines for Eliminating Corporal Punishment in Schools- NCPCR

“**Mental harassment**” is any **non-physical treatment** that is detrimental to the psychological wellbeing of a child e.g. sarcasm that hurts or lower the child’s dignity, calling names and scolding using humiliating adjectives, intimidation, using derogatory remarks on the child, ridiculing the child on background or status or parental occupation, belittling a child in classroom due to his/her inability to meet the teacher’s expectations of academic achievement etc.<sup>2</sup>

“**Discrimination**” is understood as prejudiced views and behaviour towards any child because of her/his caste/gender, occupation or region and non-payment of fees or for being a student admitted under the 25% reservation to disadvantaged groups or weaker sections of society under the RTE, 2009. It can be latent; manifest; open or subtle. It includes but is not restricted to the following:

- I. Bringing social attitudes and prejudices of the community into the school by using belittling remarks against a specific social group or gender or ability/disability;
- II. Assigning different duties and seating in schools based on caste, community or gender prejudices (for example, cleaning of toilets assigned by caste; task of making tea assigned by gender); admission through 25% reserved seats under the RTE; or non-payment of any prescribed fees;
- III. Commenting on academic ability based on caste or community prejudices;
- IV. Denying mid-day meal or library books or uniforms or sports facilities to a child or group of children based on caste, community, religion or gender;
- V. Deliberate/wanton neglect.

Further section 8 and 9 of the RTE Act casts a duty on all concerned to ensure that any child belonging to weaker section or to disadvantaged group is not discriminated. Against and prevented from pursuing and completing elementary education on any ground. **Ministry of HRD, Department of School Education and Literacy have issued detailed guidelines for implementation of section 8 and 9 of the RTE Act which inter alia provide that-**

- VI. The school shall prohibit all persons and authorities of the school from harassing or victimizing any child belong to weaker section and disadvantaged group
  - a) By announcing, verbally or otherwise in the class, the names of the community or castes or tribes of the students.

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<sup>2</sup>[http://www.ncpcr.gov.in/view\\_file.php?fid=108](http://www.ncpcr.gov.in/view_file.php?fid=108)

- b) By labeling such students as reserved category in the class.
- c) By passing derogatory remarks indicating social, economic or other background as reason of under performance in the class;
- d) By allotting differential time to such students to meet teacher as compared to other students;
- e) By allotting differential time to such students to meet teacher as compared to other students.
- f) By treating them separately in utilizing the sports and other facilities.

## 2. **Bullying, Intimidation and Isolation**<sup>3</sup>

Bullying can be directly from the bully to the victim (e.g., through physical intimidation or attacks, verbal abuse, unwanted attention and advances, damaging property), or it can be indirect (e.g., through spreading malicious rumours). It can also include cyber-bullying (e.g., sending unpleasant SMS messages, photographs or emails, to the victim or to others). Bullying has severe detrimental effects on those who are bullied. The effects can be immediate. They can also be long-term and can cause lifelong damage. In every bullying situation, there are typically three key parties: the victim, the bully or bullies, and those who stand by (by-standers), who are aware of the bullying. Each of these three parties is affected negatively by bullying. The responsibility of preventing any undesirable aspect of bullying and ragging rests jointly and also individually on all stakeholders, which includes the head of the institution teacher, non-teaching staff, students, parents and local community. A systematic response to the bullying problem is needed within the schools.

Some indicative interventions which schools might consider are outlined below: <sup>4</sup>

- I. The message that “Bullying is strictly prohibited inside the school premises and no such act will go unnoticed or unpunished” may be clearly stated in the school prospectus and other guidelines circulated by the school.
- II. Schools must create an amiable environment and positive school climate where learning can take place peacefully. They must build a trusting, respectful relationship among students, school administration and families. They should provide a confidential way for students to report about any incident which is of concern to them. Structures and

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<sup>3</sup> Guidelines for prevention of Bullying and Ragging in Schools, Reg: (D.O. No. 12-19/2012-RMSA-I)CBSE

<sup>4</sup> Guidelines for prevention of Bullying and Ragging in Schools, Reg: (D.O. No. 12-19/2012-RMSA-I)CBSE



procedures must be established to provide accessible, confidential, secure and effective means of reporting incidents of bullying, for victims and for bystanders who are aware of it taking place and to identify and manage incidents of bullying, including appropriate counselling and sanctions/ punishments on those engaged in bullying.

III. An Anti- Bullying Committee may be constituted in school, comprising of Vice-Principal, a Senior teacher, School Doctor, Counsellor, PTA representative, School Management representative, Legal representative, Peer Educators etc whose roles and responsibilities would include:

- a. development and review of School Bullying Prevention Plan,
- b. development and implementing bullying prevention programmes,
- c. developing training programmes for staff, students, and parents,
- d. creating awareness through various programmes
- e. being vigilant and observing signs of bullying and responding quickly and sensitively
- f. names and contact numbers of members of the committee should be clearly displayed everywhere in the school premises, etc.

IV. Arrangements for a Counsellor for Primary, and Middle, and for Secondary and Senior Secondary school may be made where possible, occurrence of acts of bullying and ragging has more probability in case of residential schools due to the amount of time spent together by students, making it essential that Counsellors and Wardens in boarding and residential schools need to be sensitized to the changing dynamics of student interaction. They should be empathetic and approachable so that students can confide in them. The school management may appoint “Sentinels/ Monitors/Peer Educators”. These sentinels may be from the prefectorial/ school council board of the schools, Life Skills trained Peer Educators or those who had been victims of bullying. Sentinels should be keen observers and thoroughly trained for ‘risky situations’. They must report cases of bullying in a non-threatening/polite manner.

- V. The right attitude is formed only during the formative period of schooling. Thus it is <sup>5</sup>necessary that students are sensitized about human rights, democratic values, respect for diversity and equality, and respect for privacy and dignity of others. Schools must take initiative to conduct activities to educate and develop the understanding of students, staff and parents about the problem and effects of bullying. It is essential that schools take initiatives to provide Adolescence Education, Values Education, Human Rights, Gender Sensitivity and Awareness. Life Skills education including- building of positive Self-Esteem, Empathy, Interpersonal Communication skills, coping with stress and emotions, dealing with anger, and resisting peer pressure need to be conscientiously taken up in the activity periods. These can take the form of role-plays, street- theatre (nukkad-natak), group-discussions, debates, special assemblies in schools, poster competitions, etc. Anti-bullying campaigns and training programmes may also be organized.
- VI. The family background and values play a very crucial role in emotional and psychological well being of a child. The role of parents must be reinforced in Parent Teacher Meetings and representation in various other school Committees. There is a need for orientation and sensitization of the community and thus parents should also be oriented. Parents must be motivated to support the school in bullying-prevention efforts. They must be sensitized to report in confidence about any act of bullying which is brought to their notice by their child. Orientation programmes may be conducted for the school staff and teachers on regular basis.
- VII. The methods of intervention are as important as methods of prevention. It is recommended that there be a graded response system to address the cases of bullying and a clearcut process needs to be followed by schools as there might be cases which deserve utmost attention and stringent action. The responsibility and authority of school administration must be defined. The implications of neglect must also be clearly defined. School's decision, taken after following process of fair investigation, should not be ordinarily challengeable.
- VIII. Comprehensive guidelines may be developed for School Management which includes the various actions and penalties which may be taken by the School Management as per observation and understanding the gravity of the misconduct.

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<sup>5</sup> Guidelines for prevention of Bullying and Ragging in Schools, Reg: (D.O. No. 12-19/2012-RMSA-I)CBSE

Some of the recommended actions include:

- a. Oral/written warning.<sup>6</sup>
  - b. Suspension from attending classes/school for a specified period.
  - c. Withholding or cancelling the results.
  - d. Imposition of fine upto a specified amount.
  - e. Expulsion/rustication from school in rarest of rare cases.
  - f. The option of transferring a student from one school to another school may also be looked into.
- IX. It is the responsibility of the school that the post-bullying atmosphere is calmed down. The school must be cautious that the victim/bully is not branded and he/she might be given opportunities for change.
- X. It is very critical to promote an atmosphere of confidence and trust among every student and to provide a platform to students where they can raise their concerns. A confident reporting system may be established that allows students to report victimization. Schools should keep a complaint /suggestion box and regularly monitor the feedback received. The necessary issues may be discussed and appropriately addressed. If there are any good suggestions received from the students, these should be announced in assemblies and be articulated in school functions. Strategies may be developed to reward students for positive behaviour. For younger children, age appropriate communication strategies should be developed and teachers should engage in dialogue with them to identify any problem. The role of class teacher, counsellor, school nurse/doctor may be enriched and children should be motivated and made aware with whom they can discuss such matters with confidentiality.
- XI. Engage all students, teaching and non-teaching staff and parents in the effort against bullying on a continual basis, as part of the moral and administrative fabric of the school.

### **3. Abuse**

*The World Health Organization(WHO) defines child abuse and child maltreatment as "all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health,*

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<sup>6</sup> Guidelines for prevention of Bullying and Ragging in Schools, Reg: (D.O. No. 12-19/2012-RMSA-I)CBSE

*survival, development or dignity in the context of a relationship of responsibility, trust or power*

Child abuse includes among other things:

- I. Physical abuse/ Violence
- II. Emotional abuse
- III. Neglect/ Ill-treatment,
- IV. Sexual abuse

### **A. Abuse in the context of schools**

Children need a healthy and supportive environment to grow and develop. All children have a right to live in dignity and have access to education that is safe, protective and conducive to growth and development. Further, the school environment is associated with overall growth and development, cognitive behavior as well as safety and security of a child. Therefore, while efforts are being made towards the enrollment of children in schools; the same needs to be supported by interventions tackling the concerns of abuse/maltreatment/neglect of children in schools

### **B. Recognizing child abuse**

Every form of maltreatment (e.g., physical abuse, neglect, sexual abuse, and emotional maltreatment) may be inflicted on school-age children.

Indicators of possible maltreatment can be picked up by observing children's behavior at school, recognizing physical signs and noticing family dynamics during routine interactions with parents.

Physical signs of maltreatment are those that are readily observable. They may be mild or severe, such as numerous, deep bruises or broken bones, or more subtle, such as malnutrition or the wearing of inappropriate clothing (e.g., a lack of warm clothing in winter). Behavioral indicators may exist independently or may accompany physical indicators.

There might be sexual behaviors in young children indicating sexual knowledge not ordinarily possessed by young children. Being victimized by abuse also may result in inappropriate behavior, such as sexual or physical aggression toward younger children.

Teachers are in an excellent position to notice behavioral indicators.

## 1. Physical Abuse/Violence

**Physical abuse** of children includes any non accidental physical injury caused by the child's caretaker. It may include injuries sustained from burning, beating, kicking, punching, and so on. Physical abuse may result from extreme disciplinary actions or from punishment that is inappropriate to the child's age or condition or from peer violence or bullying.

Some children are more susceptible to being maltreated than others and require a great deal of care (e.g., disabled or developmentally delayed children), and others may be difficult to raise (e.g., hyperactive children, children with behavioral problems).

## 2. Neglect

Neglect often leaves no visible scars; it is more likely to go undetected. Neglect is the most common type of maltreatment that children experience and has consequences that are just as serious as physical abuse.

The school should ensure that no instance of neglect or mal-treatment of children happen in the school.

## 3. Sexual Abuse

Sexual abuse is defined as *inappropriate sexual behavior with a child*.

In some cases, there will be clear physical contact between the offender and the child such as fondling a child's genitals, making the child fondle the adult's genitals, intercourse, incest, rape, sodomy, exhibitionism, sexual exploitation, or exposure to pornography. Sexual abuse also may be committed by a person under the age of 18 when that person is either significantly older than the victim or when the perpetrator is in a position of power or control over the child.

Child Sexual Abuse can also occur without any contact between the offender and the child such as showing pornographic videos or pictures to the child, using the child in pornographic material, verbal abuse, making lewd gestures to the child, playing sexualized games, following the child or chatting with sexual intent with the child over the Internet etc.

It should be ensured by the school that there is zero tolerance observed on any matter related to sexual abuse of a child. Stringent action shall be taken against the perpetrator as per the law.

#### 4. Salient features of POCSO Act, 2012<sup>7</sup>

With a view to ensure the healthy physical, emotional and social development of the child and to protect children from offences of sexual assaults and sexual harassment and for matters connected therewith, Government of India has notified the Protection of Children from Sexual Offences Act, 2012 (32 of 2012) along with Rules framed there under which have come into force w.e.f. 14th November, 2012.

- I. Sections 5, 6, 9 and 10 of the Act define various sexual offences against children and the penalties prescribed for such offences.
- II. Sexual offences committed by persons who are in the management or staff of educational institutions and persons in position of trust and authority over children are liable for higher penalties as per provisions of this Act. Further Sections 19(1) and 21(2) of the Act cast a duty on the teachers and management of the educational system to report instances of child sexual abuse along with the penalties for failure in reporting such offences.
- III. The Protection of Children from Sexual Offences Act, 2012 has defined sexual offences against children.
- IV. These offences include penetrative sexual assault and sexual assault (Section 3 and 7), aggravated penetrative sexual assault and aggravated sexual assault (Section 5 and 9), sexual harassment (Section 11) and pornography (Section 13).
- V. The aforesaid may include:
  - a. making sexual comments about the child's appearance;
  - b. forcible physical touch, looking or staring at body;
  - c. objectionable letters, telephone calls, SMS, MMSS, e-mails, etc;
  - d. sexual jokes or innuendo or taunts causing or likely to cause embarrassment to the child;
  - e. gender-based insults or sexist remarks;
  - f. actual or attempted penetrative sexual intercourse with a child;
  - g. non-penetrative sexual activity, e.g. rubbing the penis between the child's thighs or genitals;
  - h. touching, pinching, or fondling a child's sexual parts, i.e. genitals breasts or buttocks;
  - i. brushing against any part of the body;
  - j. oral sex with a child, i.e. mouth or sexual parts;

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<sup>7</sup> Guidelines- Safety and Security of Students- Navodaya vidyalaya Samiti

- k. masturbation between adult and child;
- l. the abuser showing his or her private parts to the child;
- m. the exploitative use of a child in prostitution or any other unlawful sexual practice;
- n. the exploitative use of a child in pornography;
- o. showing pictures of a sexual nature to the child that he or she does not want to see;
- p. letting the child watch or hear an act of sexual intercourse;
- q. forcing a child into marriage; and Unwelcome sexually determined behavior in the form of verbal- non-verbal and physical
- r. Eve-teasing
- s. Displaying pornographic or other offensive or derogatory pictures, cartoons, pamphlets or saying.
- t. Any other act which violates or is likely to violate the child's privacy or cause mental or physical disturbance to the child due to its sexual nature or content.

## **A. Measures for Protection from Child Sexual Abuse (CSA)**

### **1. Selection of employees**

- I. School should ensure Police verification of the school employees and connected staff in schools to prevent any kind of abuse against the school children.
- II. No candidate with a criminal record of sexual and or physical violence against children should be recruited for any position within an educational institution.
- III. All newly selected candidates must also provide a signed affidavit to the educational institution that they have not been accused of offence under the POCSO Act, 2012 and JJ Act, 2015.
- IV. Persons employed on an ad-hoc or contractual basis to teaching as well as nonteaching positions must be made to adhere to the aforementioned.
- V. It must be ensured that at least half of the total number of teaching staff is female (as mentioned under SSA) , in order to ensure that girl students are provided adequate care and protection.

## **2. Policy regarding employees in respect of Child Sexual Abuse (CSA)**

- I. Employees should respect the dignity and privacy of the child, and not commit any act that may be construed as one amounting to sexual abuse of the child.
- II. A grievance committee for child sexual abuse (CSA) to address cases of child sexual abuse should be formed by the school. The constitution, roles and responsibilities of the committee should be as follows;
  - (a) Schools must constitute a CSA committee within one month of academic year every year.
  - (b) The CSA committee should constitute of 25% students and 50% representatives of management and teachers and 25% SMC Members/PTA. The representatives of the committee should be 50% females.
  - (c) The term of CSA committee will be one year. Every year new committee will be constituted by giving representation to students in rotation. Every year at-least 2/3<sup>rd</sup> of the representatives of children should be replaced with new members.
  - (d) Meeting of CSA committee should be conducted every month and proceedings of meetings be recorded.
  - (e) The main functions of the committee shall be responsible for creation of awareness regarding CSA in schools, good touch Vs bad touch, complaint box, report any all instances of CSA to the authorities.
  - (f) To encourage students to report any fear or apprehension of sexual abuse to any person in whom the student has trust and confidence, so that appropriate measure can be taken.
- III. Courteous and polite behaviour to students so as to assure a safe environment.
- IV. Zero Tolerance Policy towards sexual abuse of students by employees
- V. Vigilant outlook by teachers and other employees' w.r.t. CSA and reporting of the same either to the authorities or Police.
- VI. To provide adequate support and guidance to all students and provide a forum to present their concerns.
- VII. All children must be escorted during travel for school outings. Where any girl student is present in such group of students, a female teacher must also accompany the group. The escorting employee must travel along with the students in the same coach/ compartment / vehicle.



VIII. Permission must be obtained from each child's parent / family member for the child to participate in certain activities, such as field trips, late-night activities, and overnight trips.

IX. Parents must be provided a platform to raise any concerns relating to their children.

### **3. Conduct**

- I. Prevent contact between the child and the offender until an investigation has taken place. Explain to the child that he / she should tell them immediately if the offender attempts to touch or bother them again in any way.
- II. Do not talk to the offender in front of the child.
- III. Continue to believe the child and do not blame him / her for what happened. Give the child support and reassurance that he / she is okay and safe.
- IV. Respond to concerns or feelings the child expresses about sexual abuse calmly. Listen to the child but do not ask a lot of questions.
- V. Respect the child's privacy by not telling a lot of people, and make sure that other people who know, don't bring the subject up to the child.
- VI. Make sure that all children are given enough information on personal safety so as to be able to protect themselves from the offender without discussing the details of the incident.
- VII. As per the provision of the POCSO Act, 2012 the identity of any child who has been victim of sexual abuse shall be strictly maintain with confidentiality and the same should not be made public.

### **B. Sensitization and awareness of staff towards prevention, identification, and reporting of child sexual abuse and sexual violence:**

Staff members should be taught to understand the basic characteristics of a sexual abuse, the process used by an abuser to choose and prepare a child for abuse (grooming), and key indicators of sexual abuse, and be prepared to respond immediately to inappropriate or harmful behavior, potential risk situations, and potential boundary violations. These are to include:

- I. Gender sensitive learning material
- II. In-house induction sessions for all teachers and staff
- III. Provision for guidance and counseling

## C. Additional Safeguards

- I. Complaints/Grievance redressal system
- II. Presence of CCTV cameras
- III. Well lit and accessible bathrooms/toilets
- IV. Monitoring of student behavior and performance

## Grievance redressal System with regard to matters of Sexual Offences against Children at NCPCR- POCSO-E-BOX

POCSO e-box is a major initiative by NCPCR to help children seek help and report such crimes directly to the Commission.

### FILING COMPLAINT THROUGH POCSO E-BOX

It is incorporated prominently in the home page of NCPCR website where the user has to simply press a button named, POCSO e-box which will navigate to a page with the window having a short animation movie telling children/complainant that it's not their fault and they need not have to feel bad.



User has to simply select at least one complaint category, fill this form and click on submit button to register the complaint.

### NCPCR POCSO e-button

Details are available at- [www.ncpcr.gov.in](http://www.ncpcr.gov.in)

E-mail id: [pocsoebox-ncpcr@gov.in](mailto:pocsoebox-ncpcr@gov.in)



#### **4. Guidelines for positive engagement with children<sup>8</sup>**

In addition to the major legislations and regulations, schools can adopt methods to inculcate positive attitude and behavior in children. Punishment is often justified as a ‘last’ resort in extreme situations for instance – bullying, causing physical harm, destruction of property, vandalism, sexual harassment, infringement of rules such as playing truant, carrying objects which are against school rules into the classroom, provocative/ challenging behaviours etc. However, two children with the same problems may come from different backgrounds – one an indulgent family, which believes that a little exuberance is all right, and another where the family is also at its wits’ end. The contexts in which a child’s behaviour takes place and how it comes to notice, lend themselves to child/classroom/school management.

NCPCR’s guidelines for eliminating Corporal Punishments suggests some important steps, as following.,

- I. A protocol of response based on first versus repeated problems founded on a set of rules the school develops with children’s inputs would go a long way to democratize response dispositions. To this, an added component of preventive interventions, such as life-skills programme, increases overall effectiveness.
- II. A difficult situation can also be resolved by a process of triangulation between the student/family, the teacher/school administration and a student council. A more difficult situation then may not be so much a discipline issue but a psychological one that needs professional attention and care.
- III. The following guidelines are based on therapeutic strategies based in turn on the principles discussed above that are commonly employed by mental health professionals in clinical settings for families with children with behaviour disorders. Though simple, these are effective strategies when implemented consistently:
  - a. Arriving at a consensus with children about expected behaviour and consequences;
  - b. Framing rules and guidelines in consensus with children;
  - c. Focusing on every child’s positives and appreciating good behaviour;
  - d. Using different strategies to encourage and promote positive behaviours;
    - a. Never comparing one child’s performance with another;

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<sup>8</sup>Guidelines for Eliminating Corporal Punishment in Schools- NCPCR

- e. Setting limits and developing clarity on boundaries;
- f. Providing children an opportunity to explain before any other response;
- g. Giving a warning or chance before any response;
- h. Actively listening, remaining calm and ensuring the safety of other children while handling troublesome or offensive behaviour;
- i. Addressing perceived 'severe or problematic behaviour' through consultation with parents, child and counsellor/psychiatrist;
- j. Discussing (with children) and adopting time-out strategy as the last resort with children.

## **5. Counselling in Schools<sup>9</sup>**

Schools were advised by CBSE to create a conducive climate that is free from fear, anxiety and stress so that children learn joyfully and learn to work together harmoniously. The following points were reiterated in this regard with an instruction to schools to implement an effective programme of counselling for students:

- I. At secondary and senior secondary stages, at least twenty sessions of psychological counselling must be provided to every student in an academic session. Parents and teachers may also be involved in such sessions.
- II. Awareness about human rights, respect for diversity and equality may be discreetly grafted into the lessons and exercises right from the primary classes. Education in Life Skills can be given greater thrust in classes VI-VIII to inculcate the desirable value system.
- III. Mentioning the status of the student in terms of his/her behaviour pattern in the school leaving and character certificates is mandatory.

## **6. School environment<sup>10</sup>**

- I. The School environment should be such each child should be feeling that help would be available to her if she approached them. The SMC members may facilitate this process by regularly visiting the schools and interacting with students. Children may

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<sup>9</sup> CBSE vide circular No. HOD (EDUSAT)/08 dated 10<sup>th</sup> Mach, 2008.

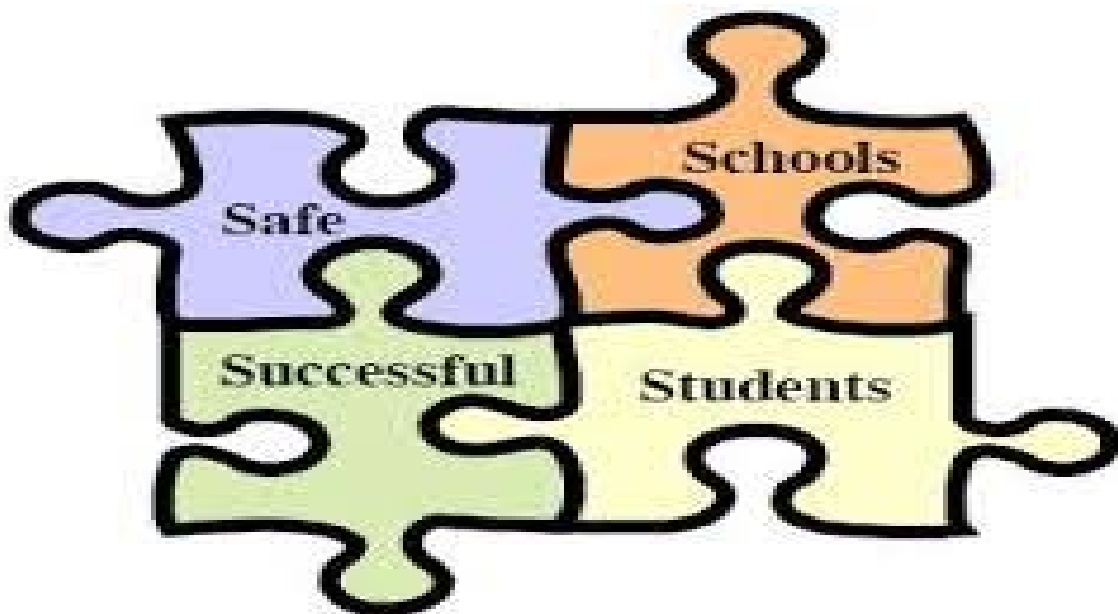
<sup>10</sup> MHRD guideline for safety and security of children in Schools vide D.O No-10-11/2014-EE-4 dated 9<sup>th</sup> October, 2014

find it easier to report incidents at the initial stage itself if the school environment is conducive. Other methodologies, like help desk in schools supported by Mahila Samakhya in Kerala, toll free numbers of Odisha, formation of child cabinets/kishorimanch/balsabha, open house with parents etc may also be adopted depending on the local circumstances.

- II. Training of teachers to ensure safety and security of children itself will cover a wide spectrum from drills for safety, first aid, gender sensitization, principles of no corporal punishment. While training on physical aspects of safety may be staggered to cover a specified number of teachers every year, till coverage is complete, however training on gender and other mindset issues will have to cover all teachers every year.
- III. As far as possible, every school must have at least one female teacher.
- IV. The norms for teacher deployment and hours of access to staff/others must be laid down clearly and carefully in the case of residential school and hostels.

## Section IV

# ROLES & RESPONSIBILITIES OF TEACHERS



Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff is particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools, their staff form part of the wider safe guarding system for children. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

### **1. The role of school teachers**

The teachers, including head teachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties. The school teachers also have a responsibility to provide a safe learning environment for children, where they could identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. They also hold a responsibility to take appropriate action, working with other services as needed. In addition to working with the designated safeguarding, lead staff members should be aware that they might be asked to support social workers to take decisions about individual children.

### **2. Aim of this section**

Aim of this section is to;

- I. highlight roles and responsibilities of teachers in ensuring safety of children in school as per various guideline
- II. to underline school’s role in developing competencies of the teachers/ head teachers to undertake suitable measures in schools in order to ensure safety and security of children

### **3. Safety issues w.r.t. school infrastructure**

Teachers are integral in ensuring safety of children in schools as per the guidelines on Safety and Security of children in schools by MHRD. The guidelines suggest that teachers need to be trained to negotiate the specific hazards enrooted to the school. Also, it is a vital to conduct a sensitization programme for the students, teachers and surrounding community people on the importance of structural and non-structural retrofitting. The Head Teacher and teachers must take up review of the safety within the campus, regularly.

### **4. Minimum Standards for Inclusive Education of Children with Disabilities (IECD)**

The CBSE Guidelines on Children with Special Needs (CWSN) advises the following.

- I. to ensure that no child with special needs is denied admission in mainstream education.
- II. to monitor the enrolment of disabled children in schools.
- III. to provide support through assistive devices and availability of trained teachers.
- IV. to modify the existing physical infrastructure and teaching methodologies to meet the needs of all children including Children with Special Needs.
- V. to ensure that 3% reservation of persons with disabilities is done in all institutions receiving funds from Government (Under The Persons with Disabilities Act, 1995)
- VI. to ensure that all schools are made disabled friendly by 2020 and all educational institutions including hostels, libraries, laboratories and buildings will have barrier free access for the disabled
- VII. to ensure availability of study material for the disabled and Talking Text Books, Reading Machines and computers with speech Software
- VIII. to ensure an adequate number of sign language interpreters, transcription services and a loop induction system will be introduced for the hearing handicapped students
- IX. to revisit classroom organization required for the education of Children with Special Needs
- X. to ensure regular in-service training of teachers in inclusive education at the elementary and secondary level.

## **5. Health and Hygiene**

As per guidelines for Swachh Bharat Mission (Urban) every school in a ward should provide self-declaration that all students enrolled in it have access to, and are routinely using toilets at home and at school.

## **6. Psycho-Social Well-being**

Teachers play important role, both preventive and curative, in case of child abuse. Child abuse includes physical, mental, emotional, sexual abuse, discrimination or any kind of violence against children.

- I. As per Guidelines on Eliminating Corporal Punishment in Schools by NCPCR, the school should have a clear protocol to guide teachers about which situation needs assessment and intervention by a school counselor and which one needs immediate intimation to higher authorities at school and the parents. Also, the school counselor should be allowed to hold workshops with the students in different classes from time to time without the



presence of teacher and staff. Besides having in-house counselors, the students and their parents should have the liberty to approach reputed counselors/mental health professionals to be empanelled by school. The school should also invite reputed mental health professionals to hold workshops for its students and teachers.

- II. MHRD's guidelines on Safety and Security of children in schools suggest supervision of other teachers by Head Teacher/Principal to ensure that no child is abused by teachers or older children. Also, the Head Teachers must have zero tolerance for incidents relating to teachers coming to school in drunken/intoxicated condition.
- III. As per section 17A of Child Labour (Prohibition and Regulation) Rules, 2017, any person who may file a complaint under the Act for commission of any offence include school teachers and representatives from school management committee, child protection committee, Panchayat or Municipality, who shall be sensitised to file complaint, in the event that any of students in their respective schools is employed in contravention to the provisions of the Act.
- IV. The Central Board of Secondary Education has issued detailed instructions<sup>11</sup> to the Principals of all the Schools to ensure that no child is subjected to any form of corporal punishment at any point of time in the schooling process as there is no scope for such punishment in the learning environment and teachers should adopt strategies by which a learner realizes one's mistake, if any, rather than face a corporal punishment. Schools, with the help of teachers, need to adopt such methods by which the learner develops a sense of confidence and self-dependence.
- V. The Navodaya Vidyalaya Samiti (NVS)<sup>12</sup> have underlined the specific roles of teachers in its various guidelines to the Vidyalayas from time to time to skillfully manage various areas which can adversely influence the physical and psychological well being of the children and staff. Some of the important roles of teachers as per different notifications/circulars and guidelines by NVS are as under:
  - a. The women teachers should interact with the girl students frequently and in case of any problem/misconduct happens with them must be immediately reported.
  - b. All teachers must encourage students to report any fear or apprehension of sexual abuse to any person in whom the student has trust and confidence, so that appropriate measure can be taken to address these.

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<sup>11</sup><http://cbse.nic.in/circulars/2002/corporal.htm>

<sup>12</sup>[https://nvshq.org/uploads/1notice/safety\\_security\\_students.pdf](https://nvshq.org/uploads/1notice/safety_security_students.pdf)

- c. All teachers and other employees shall maintain a vigilant outlook and convey their apprehension or knowledge of sexual abuse of any student to the appropriate authority in the NVS at the earliest.
- d. All children must be escorted during travel for school outings. Where any girl student is present in such group of students, a female teacher must also accompany the group. The escorting employee must travel along with the students in the same coach/ compartment / vehicle.
- e. In a number of cases children reveal their experience of abuse after a long time has passed. In some cases they reveal it accidentally. Sexually abused children are vulnerable. They may show certain behavior, which, may not be normal and will reveal themselves only over a period of time. As custodian of children, the teachers must be aware of the signs of sexual abuse.

VI. As per the Guidelines for prevention of Bullying and Ragging in Schools MHRD<sup>13</sup> the responsibility of preventing any undesirable aspect of bullying and ragging rests jointly and also individually on all stakeholders, which includes the head of the institution teacher, non-teaching staff, students, parents and local community. A systematic response to the bullying problem is needed within the schools.

- a. An Anti- Bullying Committee may be constituted in school, comprising of Vice-Principal, a Senior teacher, School Doctor, Counselor, PTA representative, School Management representative, Legal representative, Peer Educators etc. whose roles and responsibilities would include:
  - i. development and review of School Bullying Prevention Plan,
  - ii. development and implementing bullying prevention programmes,
  - iii. developing training programmes for staff, students, and parents,
  - iv. creating awareness through various programmes
  - v. being vigilant and observing signs of bullying and responding quickly and sensitively
  - vi. names and contact numbers of members of the committee should be clearly displayed everywhere in the school premises, etc.

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<sup>13</sup>[http://educationhp.org/Files/bullying.pdf15\\_58\\_2015\\_09\\_03\\_41.pdf](http://educationhp.org/Files/bullying.pdf15_58_2015_09_03_41.pdf)

- b. The role of parents must be reinforced in Parent Teacher Meetings and representation in various other school Committees. Parents must be motivated to support the school in bullying-prevention efforts. They must be sensitized to report in confidence about any act of bullying which is brought to their notice by their child. Orientation programmes may be conducted for the school staff and teachers on regular basis.
  - c. Periodic training for Teachers to mandatorily include topics on sensitization and prevention of bullying in schools.
  - d. For younger children, age appropriate communication strategies should be developed and teachers should engage in dialogue with them to identify any problem. The role of class teacher, counselor, school nurse/doctor may be enriched and children should be motivated and made aware with whom they can discuss such matters with confidentiality.
- VII. In case of a sexual abuse against a child POCSO Act, 2012 u/s 19(1) and 21(2) of the Act cast a duty on the teachers and management of the educational system to report instances of child sexual abuse along with the penalties for failure in reporting such offences<sup>14</sup>.
- VIII. Teachers should sensitize children on good touch-bad touch and POCSO Ebox.
- IX. Ministry of Home Affairs has given a Standard Operating Procedure (SOP) for preventing and dealing with any terrorist attack on schools<sup>15</sup>. The SoP defines the role of officials of the concerned agencies as participant to counter such attack in schools.
- a. In case armed terrorists manage to enter the school and hold up teachers/ students/ others as hostages, the following action should be taken by the school authorities, besides the quick reaction team engaging the terrorists:
    - i. Inform the Police
    - ii. Initially all the children and teachers should stay back in their respective rooms and those in veranda etc. rush into the nearest room, and not to indulge into any rash act in panic like running out towards door to escape etc. They should close the doors from inside and lie low in the classroom to escape random firing.
  - b. If the location of the terrorists is known and there is safe passage available from the other classrooms to any of the gates, the children under the leadership of the respective teachers in a single file without making any noise should be taken out.
  - c. All teachers/ staff should be briefed properly and apprised of any possible threats.

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<sup>14</sup><http://ncpcr.gov.in/showfile.php?lang=1andlevel=1andandsublinkid=425andlid=863>

<sup>15</sup><http://cbse.nic.in/circulars/cir15-2010.pdf>

d. School authorities may conduct the briefing of the teachers/ students/ staff as well as the drill as per this SOP to ensure that everybody knows his/ her role in such an eventuality. They can also include local Police in their Mock Drill.

X. The Juvenile Justice (Care and Protection of Children) Act, 2015<sup>16</sup> is an important Statute that criminalizes acts that may cause a child mental or physical suffering. As per section 75 of the Act, whoever, having the actual charge of, or control over, a child, assaults, abandons, abuses, exposes or willfully neglects the child or causes or procures the child to be assaulted, abandoned, abused, exposed or neglected in a manner likely to cause such child unnecessary mental or physical suffering, shall be punishable with imprisonment for a term which may extend to three years or with fine of one lakh rupees or with both. In the classrooms the teachers have the actual charge of children.

XI. Further, section 82 (1) states that ‘any person in-charge of or employed in a child care institution, who subjects a child to corporal punishment with the aim of disciplining the child, shall be liable, on the first conviction, to a fine of ten thousand rupees and for every subsequent offence, shall be liable for imprisonment which may extend to three months or fine or with both.’

XII. Teacher should sensitize children for Good Touch and Bad Touch.

XIII. Guidelines On Food Safety and hygiene For School Level Kitchens under Mid-Day Meal (MDM) Scheme<sup>17</sup> have been formulated specifically with an aim to help States/UTs to focus on safety aspects of procurement, storage, preparing, serving, waste disposal of food items as well as issues of personal hygiene of students and those involved in cooking and serving of food. The responsibility of tasting of the mid-day meals is with the teacher: The tasting of the food by a teacher just before serving is mandatory. The teacher is to maintain a record of tasting in a register.

### **Monitoring Role of School Principal**

I. Develop a *comprehensive school safety policy* in every school. A committee headed by the school principal having, faculty, students, parents and school counselor as its members should be mandatory for every school to look into all aspects of safety and security.

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<sup>16</sup><http://ncpcr.gov.in/showfile.php?lang=1andlevel=1andandsublinkid=715andlid=1065>

<sup>17</sup>[http://mdm.nic.in/Files/Guidelines/2015/Guidelines%20\\_Food%20Safety%20and%20Hygiene.pdf](http://mdm.nic.in/Files/Guidelines/2015/Guidelines%20_Food%20Safety%20and%20Hygiene.pdf)

- II. The Committee shall act as the **core committee** and would be headed by the Principal of the school with Senior Teachers, In-charge of primary and nursery sections, school captains/monitors, members of Parent Teacher Association, representatives from Fire Safety Department, etc as the members.
- III. To Orient the children about various issues of the safety and security through this Manual.
- IV. Guide teachers how to address/respond towards the specific issues of safety and security of children in schools with the help of this Manual.
- V. Allocate specific roles to different personnel and teachers as per the manual to ensure safety and security of children in schools.
- VI. Establish a Medical Emergency Response plans for schools.
- VII. Ensure Schools are free from ragging and Bullying Develop an Action Plan on **Anti Bullying Policy** and effective strategies for prevention and intervention.
- VIII. Set up Monitoring mechanism at school level to ensure each case of reported bullying in school is brought to logical conclusion.
- IX. **Safety Audits/Assessments** to assess safety measures in schools.
- X. Brief the staff about action to be taken by them in any exigency.
- XI. Organize Awareness and Training of all students about –a. Disasters; b. Fire Safety, and First Aid Training etc.
- XII. To organise Mock Earthquake and Fire Safety drills train for all the teachers and staff members over a period of time on First Aid.
- XIII. To ensure first aid kit at several important locations in the school building and to keep the First Aid Kit in workable condition.
- XIV. The team would ensure safe boarding of all the students on the school bus and would take feedback from the boarders and about violation of rules,if any, by the bus driver and the conductor.

### **School Staff**

- I. Promotion of Culture of Safety in Schools.
- II. Initiate safety practices through school newsletter, debates, quizzes, etc.

- III. Social curriculum to teach social and emotional skills, including healthy relationships, conflict resolution, and bullying prevention, as well as self-management and responsible decision making
- IV. Counselling intervention whenever required.
- V. Establish a positive connection with students, staff, or parents in crisis in a non-intrusive, caring manner.
- VI. School Counselor/Staff may refer those students in need of further assistance to a professional counsellor wherever required.

# SECTION V

## MONITORING

## Monitoring

To ensure effective implementation of the manual for safety and security of children in schools, there should be regular monitoring of the schools.

### 1. School Level Monitoring

School level monitoring of the manual shall be as follows;

#### A. School Management Committee (SMC)

As per RTE Act, 2009 section 21 **School Management Committee** consists of the elected representatives of the local authority, parents or guardians of children admitted in such schools and teachers. The committee will look into the following;

- i. Components of Safety and Security of children in schools to be recommended as one of the major themes while preparing School Development Plan by SMC members.
- ii. The components of School Development Plan(SDP) comprising of elements Safety and Security of Children in Schools may be shared with PTA members for their feedback/suggestions.
- iii. The decisions taken in anti-bullying Committee and Committee for prevention of Child Sexual Abuse meeting should be discussed in the meeting of SMC.
- iv. SMC should be made responsible for compliance of the Manual. Periodic review of the compliance of this manual shall be discussed in SMC review meetings.
- v. SMC should ensure implementation of such guidelines related to safety and security of children based on which this manual has been prepared.
- vi. Every school should prepare and display school safety plan that may be prepared involving children and school management committee/s (SMCs)
- vii. The member of SMC who is part of Anti Bullying Committee to develop bullying prevention programme and creating awareness.
- viii. To analyze the current safety and security measures within the schooling system and identify the gaps therein.
- ix. SMC shall exercise powers to take disciplinary action against staff, if found negligent.



- x. The SMC to carry out inspection of the school using the checklist provided in the guidelines and suggest appropriate measures. In case non-compliance of the recommendations ; SMC should approach the Block Education Officer (BEO). In case of non redressal of the grievances at BEO level the matter should be taken up with District Education Officer (DEO). If the issues are not addressed by the DEO, appeal can be made to the District Magistrate (DM) and further to State Commission for Protection of Child Rights (SCPCR) and National Commission for Protection of Child Rights (NCPCR).

### **B. Parent Teacher Association (PTA)**

1) A school, specified in sub-clause (iv) of clause (n) of section 2 of the RTE Act, 2009, shall constitute a Parent Teachers Association (PTA) consisting of the representatives from the parents or guardians of children admitted in such school, teachers parents and the local authority,:

At least three-fourth of members of such Committee shall be parents or guardians:

Proportionate representation shall be given to the parents or guardians of children belonging to disadvantaged group and weaker section:

Fifty per cent of members of such Committee shall be women.

(2) The Parent Teachers Association (PTA) shall perform the following functions, namely:

- i. Monitor the working of the school;
- ii. The decisions taken in anti-bullying Committee and Grievance Committee for Child Sexual Abuse (CSA) meeting should be discussed in the meeting of PTA.
- iii. PTA should be made responsible for compliance of the Manual. Periodic review of the compliance of this manual shall be discussed in PTA review meetings.
- iv. PTA should ensure implementation of such guidelines related to safety and security of children based on which this manual has been prepared.
- v. Every school should prepare and display school safety plan that may be prepared involving children and school management committee/s (PTA)
- vi. The member of PTA who is part of Anti Bullying Committee to develop bullying prevention programme and creating awareness.
- vii. To analyze the current safety and security measures within the schooling system and identify the gaps therein.

viii. The PTA to carry out inspection of the school using the checklist provided in the guidelines and suggest appropriate measures. In case non-compliance of the recommendations; PTA should approach the Block Education Officer (BEO). In case of non redressal of the grievances at BEO level the matter should be taken up with District Education Officer (DEO). If the issues are not addressed by the DEO, appeal can be made to the District Magistrate (DM) and further to State Commission for Protection of Child Rights (SCPCR) and National Commission for Protection of Child Rights (NCPCR).

### **C. Children**

A group of Children should inspect the facilities for safety and security using the checklist provided in the guidelines every quarter. They shall have the right to flag the key issues pertaining to the violations and deprivations pertaining to various safety norms laid down in the checklist with the management of school and/or directly to the Principal/SMC/PTA.

### **D. School Management**

- I. School management should do periodic planning meeting with Principal, teachers and students representatives on School Safety.
- II. In case school are found negligent in the prescribed safety norms; disciplinary action is to be initiated by the competent authority as per RTE Act, 2009 and relevant State Education Act of the respective State.

## **2. Block Level Monitoring**

The Block Level monitoring of effective implementation of this manual shall be the responsibility of the Block Education Officer (BEO).

## **3. District Level Monitoring**

- I. The various Ministries/Departments of the Government (Union/State/UT) providing schools under their schemes shall prescribe proper monitoring systems as integral part of their schemes.

- II. Any School may be inspected or caused to be inspected by the competent authority/official authorised by competent authority/ National or State Commission for Protection of Child Rights, whenever it considers necessary and may communicate the observations to the appropriate Government or competent authority (DEO/DM)
- III. The competent authority should direct the management to rectify the defects, if any, found during the course of the inspection, within a stipulated time.
- IV. The district magistrate/ district collector shall constitute a monitoring committee for periodic and regular inspections of the schools. The district magistrate/district collector shall review the inspection reports with the monitoring committee and competent authority on quarterly basis. The gaps and deficiencies observed through the inspection reports maybe taken up appropriately by the District Magistrate and resolve any/all such gaps emanating through such reports.

The District Education Officer shall be responsible for ensuring the effective implementation of this manual in all the schools.

#### **4. State Level Monitoring**

State Commission for Protection of Child Rights shall monitor implementation of various aspects under this Manual at State Level from time to time.

#### **5. National Level Monitoring**

National Commission for Protection of Child Rights shall monitor implementation of various aspects under this Manual from time to time.

## CHILD SAFETY CHECKLIST FOR SCHOOLS

This safety checklist takes into consideration different dimensions of child safety and provides indicators under five important sections. Section-I deals with Physical Safety, Section-II - Emotional and Personal Safety, Section III - Social Safety, Section-IV - Emergency Preparedness, and Section-V deals with Cyber Safety.

This checklist may be adhered to by all schools while conducting inspections and audits.

### Indicative Checklist for Safety Inspections in School

Section-I:Physical Safety			
S. No	Statements	Yes/No	Remarks
<b>School Building</b>			
1.	Is the School building as per the norms under National Building Code of India 2005?		
2.	Does the school maintain the standards and norms of the school as specified in section 19 of the RTE Act?		
3.	Has the building been certified as per the norms as safe for housing the students by the local authorities?		
4.	Is the school building and premises free from inflammable and toxic materials?		
5.	Are there ramps at the entry to the school, classrooms, toilets, playground, library, canteen and auditorium for children with disabilities?		
6.	Whether Alarm system/Centralized Public Announcement system are installed in the school?		
7.	Is the CCTV monitoring system monitored regularly?		
8.	Are the electrical fittings in the classrooms and corridor working properly and are secured properly?		
9.	Switch Board/main switches working properly, are the switch board covered and cautioned?		

10.	Whether checked if water coolers and other electrical gadgets are transferring shock? If yes than remedial measures taken or not?		
11.	Has there been any case of electric shock or problem of any type reported by the staff/student?		
12.	Any Sparks or Short circuit occurred in past one week?		
13.	Are the corridors and staircases clear of obstruction?		
14.	Classroom door and emergency doors clear of obstruction?		
15.	Floor evacuation plan displayed properly.		
16.	Fire extinguishers are in place.		
17.	Any high voltage wires / cables/towers in the school premises?  If yes, access is restricted properly?		
18.	Water filter/ purifier/ RO system functional?		
19.	School has separate toilets as per prescribed, for girls and boys?		
20.	Are there separate toilets for children with disabilities?		
21.	Are there separate toilet blocks for children for 3 to 6 years of age?		
22.	Are there attendants for children in age group for 3-6 years to assist children?		
23.	Is there running water facility in all the toilets?		
24.	If toilets are cleaned and maintained regularly?		
25.	If toilets are having arrangements for disposing waste material, especially for girls? Are these functional?		
26.	Whether ceiling tiles or plaster hanging from the wall/roof?		
27.	Is there any dampness in wall?		

28.	Cross ventilation in classrooms and library maintained or not?		
29.	Are rooms properly illuminated with lighting?		
30.	Any Problem in chemical labs? Whether chemicals placed properly, ventilated and exhaust working?		
31.	Is lightening conductor in place and working properly? (Specially prior to and during Rainy Season)		
32.	Is First Aid kit in place?		
33.	Any suggestions from students/staff for upgrading floor safety?		
34.	Is the school premises disabled friendly?		
35.	Is lift in the school is capable of serving the needs of children with disabilities.		
36.	Open wells/ponds (if exists) in the school campus have protective walls and iron grills covering the wells/ponds?		
37.	Whether movement of students towards wells/ponds/river/canals/tanks (if exists) is restricted?		
38.	Does the School have a swimming pool?		
39.	Are the (Sports Authority of India) SAI guidelines for swimming pool being followed?		
<b>Fire Safety Management</b>			
40.	Does the school have a fire safety certificate?		
41.	Is the fire safety certificate of school updated and renewed periodically?		
42.	Does the school have adequate fire fighting systems in place to meet any emergency?		
43.	Is the school in touch with local fire fighting agencies for mock drill training to a crisis management group?		
44.	Are emergency steps in place in the school for fire		

	safety management?		
45.	Is there a trained management team available in the school for initial fire hazard management?		
46.	Is the school in touch with the local fire safety authorities for training and retraining the people?		
47.	Has the school obtained NOC from Fire and Rescue Services Department?		
48.	Are there any cracks in the school structures and are steps being taken to repair them?		
49.	Is the school situated in old or dilapidated buildings?		
50.	If so, has it been brought to the notice of the local authorities or management so that adequate steps are taken for relocating the school?		
51.	Is there a trained disaster management group available in school for initial response?		
52.	Is the school in touch with the local disaster management authorities for training and retraining them?		
53.	Is the school located near any railway track?		
54.	If yes, is the impact of such locations being examined by the local authorities for the safety of the students?		
<b>Earthquake Management</b>			
55.	Is the school situated in the earthquake risk zone?		
56.	How safe is the school building to face a natural disaster of this kind?		
57.	Are there any emergency steps in place for disaster preparedness at schools?		
58.	Are periodic earthquake drills being conducted as per the guidelines of NDMA?		
59.	Have necessary steps been taken during construction of the building for earthquake safety for the building?		

60.	Are the staff of the school trained/ oriented for initial response w.r.to disaster management?		
61.	Is the school in touch with the local disaster management authorities for training and retraining them?		
<b>Flood/Cyclone/landslide Management</b>			
62.	Is the school situated near seashore or a river? If so, are adequate measures taken to avoid easy access by children?		
63.	Are there any contingency plan prepared by school in dealing with natural disasters such as floods/flash floods, cyclones, cloud bursts and heavy rains?		
64.	Is there a transport mechanism in place for emergency transport of students?		
65.	Is the school situated on hilltops or where there is a possibility of landslide?		
66.	If so, adequate measures are in place to evacuate children, if required?		
67.	Is the school located near an industry or a chemical factory producing fatal chemical products?		
68.	If so, adequate measures are in place to evacuate children or carry out first aid, if required?		
<b>Electrical Safety</b>			
69.	How safe are the electrical systems in the school? Are they being checked periodically?		
70.	Has the school ensured limited access to the area of electrical installation only to those who are required?		
71.	Are there any uncovered live wires?		
72.	Warning signs are displayed near electric poles?		
<b>Safety from Constructional Hazards</b>			
73.	Does the school have any ongoing construction? Permission from local authorities for construction/repair		



	has been taken?		
74.	Has the school put barricades and signboards in the construction area prohibiting the movement of students?		
75.	Water storage sources for any construction are covered to prevent small children from any possible mishap.		
<b>Safety in the Playground and Sports Activities</b>			
76.	Is the school following guidelines and norms and standards laid down by Sports Authority of India (SAI)?		
77.	Has the school obtained NOC from the competent authority before starting sports facilities?		
78.	Has the school conducted police verification of the staff employed for sports activities in the school?		
79.	Coaches employed in the school are qualified or trained?		
80.	Sports specific standard safety equipment like helmet, lifeguard jackets, safety guards etc are made available for the players?		
81.	Is the school playground safe for the students to play games?		
<b>Water Safety</b>			
82.	Is the safety certificate for drinking water has been obtained or not?		
83.	Is the water source well protected?		
84.	Is the water provided to the students tested by the local authorities periodically?		
85.	Does the school ensure safe potable water always?		
86.	Does the school have a water management system in the event of a fire? Is there access to such sources?		
<b>Laboratory Safety</b>			
87.	Are the laboratories in the school positioned as per		

	rules?		
88.	Is there space for free mobility for students in case of an emergency?		
89.	Are the chemicals and instruments kept safely beyond the access of others?		
90.	Is there a first aid box available in the laboratory?		
91.	Is there proper ventilation and exhaust facility in the laboratory?		
92.	Has the school displayed the first aid procedures for the students in the laboratory?		
93.	Is the school team trained to meet any emergency in the laboratory?		
<b>Transport Management and Safety</b>			
94.	Is the school owning/ running buses on lease for students?		
95.	Has the school complied with the rules and regulations stipulated by the local transport authorities and guidelines by Ministry of Road Transport and Highways.		
96.	Are the teachers' delegated responsibilities for transport management?		
97.	Are the school bus drivers trained and have a regular license?		
98.	Police verification of bus staff, mainly drivers have been done before appointing them.		
99.	Has the school obtained a signed affidavit from all its employees that they have not been accused of offence under any child related laws/legislations, particularly POCSO Act, 2012 and JJ Act, 2015?		
100.	Does the school ensure whether the students are cautioned to keep a safe distance before starting the bus?		

101.	Are the students trained by the school in maintaining orderliness in buses?		
102.	Have the children been exposed to traffic rules?		
103.	Fire extinguishers are there in the school bus? Details please.		
104.	Whether seats for children with locomotors disability are reserved in the bus?		
105.	Is there a first aid box in the school bus?		
106.	Is there a student feedback system with regard to transport facility, driver/conductor etc.?		
107.	Dos a teacher or attendant escort the children till their stop after de-boarding the bus?		
<b>Section-II: Emotional and Personal Safety:</b>			
<b>Trauma Management</b>			
108.	Does the school have a trauma management team to meet any accident or disaster?		
109.	Does the school have the contacts available for trauma management?		
110.	Are the senior persons in the school aware of the telephone number of the hospitals, ambulance and the fire stations near the school?		
<b>Safety of the children with disabilities</b>			
111.	Are the school and premises disabled friendly?		
112.	Are there any designated official in the school who is entrusted with the exclusive responsibility of their needs in any emergency?		
113.	Whether students who are differently abled are accompanied by a Teacher or attendant when using toilets?		
114.	Teachers and Students are educated and sensitive to fellow students who are differently abled?		

<b>Health</b>			
115.	Does the school keep the medical records of students with special health problems?		
116.	Is there is a doctor-on-call for emergency, in school?		
117.	Does school hold regular health check-ups as prescribed by the Department of Education (DoE)?		
118.	Individual Child Health Card/File is maintained and updated periodically?		
119.	Parents communicate their child's health issues to the school authority?		
120.	Does the school have tie up with a nearest hospital of the school?		
121.	Whether the medical room is equipped to handle medical emergencies?		
122.	Whether basic medicine kit/first- aid box is available in the school.		
123.	The First -Aid protocols for common injuries is displayed at prominent places in school?		
124.	Contact numbers of Doctor, Hospital, Ambulance, including private service, for emergency medical care are displayed in a prominent location.		
125.	Teachers and key staff are trained in first aid and CPR. Whether they have basic training in counselling, identification of disabilities, learning difficulties etc.		
126.	Whether Health Education to students on health issues including balanced diet, nutritious alternatives to junk food, regular eating habits, personal hygiene etc are provided.		
127.	Is there a dietician/meal planner for mid-day meals?		
128.	Is there a separate kitchen with store facility for the mid-day meal program.		
129.	Whether kitchen is kept clean, hygienic, rodent and pest free?		

130.	Whether all food products are kept covered and stored hygienically?		
131.	Gas stoves with ISI mark, is kept in a safe place, maintained and checked regularly?		
132.	Children are not allowed to use the gas stove.		
133.	Are teachers present when students have their meals and will observe their eating habits?		
<b>Sanitation and Hygiene</b>			
134.	Are there separate toilets for boys and girls?		
135.	Are there toilets for children with special needs?		
136.	Whether toilets doors have child friendly latch?		
137.	Does school regularly conduct hand washing sessions for children?		
138.	Regular inspections of water and sanitation facilities are being conducted?		
139.	Hygiene messages have been integrated into the text book curriculum or through supplementary reading material?		
<b>Safety of Children against Sexual Abuse</b>			
140.	Does the school have a grievance committee on Child Sexual Abuse (CSA)?		
141.	All teaching, non-teaching, contractual and other staff is sensitized on the CSA committee and child laws.		
142.	All teaching and non-teaching staff is specifically trained to be alert to signs and indicators of child abuse		
143.	Are parents and students sensitized from time to time on the Child Protection Policy/Guidelines/child laws and reporting Mechanisms?		
144.	Is there a recruitment and verification protocol and procedure in place for teaching, non-teaching, contractual, voluntary and other staff, before they are allowed to work with the children?		

145.	Is there a clearly laid out procedure and line of reporting for teachers and other members of the staff to be followed, in the event of a child abused by teaching or non-teaching staff or anyone else connected with the school?		
146.	Does the school undertake on-going training for teaching and key non-teaching personnel on protection of child rights, child safety and child development, child abuse and related issues?		
147.	Is the Child Safety Poster on display in prominent locations of the school?		
148.	Are there books/reading materials on child safety and protection available in the school library and accessed by students and Teachers?		
149.	Does school have a qualified Child Counsellor/Psychologist – part time or full time or on call consultant one can access when there is a requirement related to mental health related emergency?		
150.	Are children regularly oriented towards good touch and bad touch?		
151.	Are children made aware regarding preventive steps to be taken w.r.t Child Sexual Abuse?		
152.	Does the school conduct awareness programs to sensitise students on harms of substance abuse, mutual and peer respect, gender sensitivity, social responsibility; and consequences of behaviour or action, including penalisation under law such as JJ Act, 2015 and POCSO Act, 2012?		
153.	Does the school has Children’s Forums or Clubs that promote children’s participation and provides platform for them to discuss and share with the teachers and those in authority on safety, protection and other relevant issues?		
<b>Social and Emotional Safety</b>			
154.	Are children given guidance and trained on adequate age appropriate social skills in managing emotions and		

	building healthy peer relationships?		
155.	Is there a Anti Bullying Committee in School?		
156.	Are children aware of anti-bullying committee (ABC)		
157.	Through conducting sessions on life skills, are students taught coping skills to manage fear, anger and stress and prevent abuse on self or others to build self-esteem and confidence among students?		
158.	Are all types of bullying is discouraged and prohibited in the school premises students are asked to refrain from bullying, ragging, criticism, rude language, and malicious gossiping?		
<b>Cyber Safety</b>			
159.	Is access to computer rooms and use of electronic and technological devices by students supervised by teachers?		
160.	Are Social Networking sites blocked in the school computers?		
161.	Are students regularly educated on safe usage of technology and how to be responsible digital citizen – sensible use of mobiles, sms, mms, internet, mail or net chats, effect of plagiarism and how to avoid risky behaviour?		
162.	Are students educated to understand their responsibilities, the consequences under the laws on cyber misuse, bullying, harassment etc.?		
163.	Are School Authority and children oriented on procedures to be followed and steps prescribed within the legal frame work in the event of cyber abuse or crime – legal recourse and information about Cyber Crime Department in the Police?		
164.	Are cyber-crimes handled with sensitivity and confidentiality?		

The above questionnaire needs to be answered by each and every school. The Heads of institutions would discuss the issues in the school managements and take appropriate steps in this regard. They should also discuss these issues in their staff meetings to bring greater awareness among the staff and to increase their sensitivity to these issues.

The School Management Committee and Parent Teacher Association shall strictly monitor the compliance to this checklist through periodic Safety and Security Audits of the schools as mentioned in the section of School Level Monitoring of the Manual.

