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# **School Safety and Security Policy**





## **IB MISSION STATEMENT**

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.





## IB LEARNER'S PROFILE

### **INQUIRERS**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **KNOWLEDGEABLE**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **THINKERS**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### **COMMUNICATORS**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **PRINCIPLED**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### **OPEN-MINDED**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### **CARING**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### **RISK-TAKERS**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### **BALANCED**

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### **REFLECTIVE**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



## Cambridge Assessment International Education

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

### Cambridge Learner Attributes

**Confident:** in working with information and ideas – their own and those of others.

**Responsible:** for themselves, responsive to and respectful of others.

**Reflective:** as learners, developing their ability to learn.

**Innovative:** and equipped for new and future challenges.

**Engaged:** intellectually and socially, ready to make a difference.

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## MISSION STATEMENT OF FIRSTSTEPS SCHOOL

FirstSteps School believes in providing a stimulating value-based learning environment based on mutual understanding and respect to develop caring, responsible and lifelong learners. We promote international-mindedness in our school community to nurture global citizens fulfilling our mission **INDIA FOR WORLD.**

- I** Inculcate universal brotherhood and values,
- N** Nurture innocence, uniqueness and creativity,
- D** Develop concern for environment in particular and the Planet Earth in general
- I** Imbibe entrepreneurial skills & international mindedness.
- A** Acquire habit of inquiry.
  
- F** Foster international education system,
- O** Open mind for the development of intellect, self-esteem, self- confidence and critical learning,
- R** Respect one-self and others,
  
- W** Welcome the change and develop it with a positive attitude and vision.
- O** Organise self-discipline
- R** Right environment to develop inquisitiveness for learning and to disseminate learning beyond the classroom.
- L** Learners for life time and leaders of tomorrow.
- D** Develop the virtue of understanding others' perspective.

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## FIRSTSTEPS SCHOOL SAFETY AND SECURITY POLICY

### A. Rationale

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. 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. This policy will help guide our school towards safer, more effective and clearer practices to safeguard the wellbeing, health and welfare of our students.

### B. Implementation

The safety and security policy encompasses matters related to protecting all children from injury, harm or child abuse and providing support to the child, managing the risk of child abuse and responding to incidents or allegations of the child abuse. The objectives of student safety and security policy includes-

- To provide relevant information collated from various existing guidelines on the safety and security of children in school.
- To inform and equip relevant stakeholders in monitoring the measures of school safety and security, so as to ensure a safe and secure environment for the children.
- To facilitate awareness generation and building capacities of relevant stakeholders i.e. school management, senior leadership, facilitators, support staff, students and parents.
- To highlight the roles and responsibilities of child friendly school committee, administrative staff, facilitators and students.

#### B.1 Roles & Responsibilities

##### Child Friendly School Committee (CFSC)

The Child Friendly School Committee consists of the elected representatives of the school pedagogical leadership, facilitators and students. The committee will look into the following;

- i. Components of safety and security of children in school to be recommended as one of the major themes while preparing school development plan.
- ii. The components of school development plan comprising of elements safety and security of children in schools may be shared with parents for their feedback/suggestions.
  - a) The CFSC shall carryout inspection of the school to ensure safety of the students.
  - b) CFSC should ensure implementation of guidelines related to safety and security of children based on the manual "Safety and Security of children in Schools" issued by NCPCR, New Delhi.
  - c) CFSC shall exercise powers to take disciplinary action against students / staff if found negligent.
  - d) Report on child safety in its annual report.

## **B.2 Role of School Administrative Staff**

- i. Develop a comprehensive school safety policy and constitute the CFSC. A committee headed by the school principal having, faculty, students, parents and school counselor as its members to look into all aspects of safety and security.
- ii.
  - a. Ensure the safety and wellbeing of all the students in the school and enforce the rules of POCSO Act, 2012.
  - b. Facilitators how to address/respond towards the specific issues of safety and security of children in schools with the help of this policy and the comprehensive checklist (attached as annexure I)
  - c. Guide and orient the facilitators on the elimination of corporal punishment in the school, which includes physical, social, mental and emotional well being of the children.
- iii. To orient the children about various issues of the safety and security through the manual 'Safety and Security of children in Schools' issued by NCPCR, New Delhi.
- iv. Establish a medical emergency response plan for school.
- v. Ensure school is free from ragging and bullying
- vi. Set up monitoring mechanism at school level to ensure each case of reported bullying in school is brought to logical conclusion.
- vii. Safety Audits/Assessments to assess safety measures in school.
- viii. Organize awareness and training of all students about –
  - a. Disasters; b. Fire Safety, and First Aid Training etc.

- ix. To organize mock earthquake and fire safety drills, training for all the facilitators and staff members over a period of time on first aid.
- x. To organize training sessions for school facilitators to recognize signs of child abuse along with relevant resources and literature on child protection and abuse.
- xi. To ensure first aid kit at several important locations in the school building and to keep the first aid kit in workable condition with a register maintaining a record of the expiry date of the items in the kit.
- xii. 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.
- xiii. Brief the staff about action to be taken by them in any exigency.
- xiv. To ensure that the school facilities are safe and hygienic.
- xv. To ensure physical spaces where children spend their time are well ventilated and there is no dampness.
- xvi. To ensure exhaust fans and AC's in science labs are in working condition.
- xvii. To ensure regular cleaning of water tanks/water storage systems.
- xviii. To impart age appropriate training for students teachers and parents. This is to help children to learn how to safe online. Training is to include prevention and protection from cyber bullying.

### **B.3 Role of School Facilitators**

- i.
  - a. The facilitators should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
  - b. Teachers are integral in ensuring safety of children in schools as per the guidelines on safety and security of children in schools by MHRD.
- ii. Support or assist children who disclose child abuse or are otherwise linked to suspected child abuse.
- iii. All teachers shall maintain a vigilant outlook and convey their apprehension or knowledge of sexual abuse of any student to the appropriate authority at the earliest.
- iv. Document observations in detail (date, time, nature of injury/behaviour, any statements made by the child) in cases of major injury.
- v. All children must be escorted during travel for school outings.

- vi. Being vigilant and observing signs of bullying and responding quickly and sensitively.
- vii. Teachers should sensitize children on good touch-bad touch and conduct regular sessions.
- viii. Promotion of culture of safety in schools.
- ix. Initiate safety practices through school newsletter, debates, quizzes, etc.
- x. Undertake training to detect inappropriate behavior.
- xi. Report inappropriate behavior using the schools reporting behavior.
- xii. Implement the school child safety strategies for its online learning systems such as internet, social media-proactive strategies to detect inappropriate behavior such as online searches Google or Facebook or WhatsApp.

#### **B.4 Role of School Counsellor**

- i. The counsellor conducts regular assessments to identify at-risk students. When appropriate, involve parents and suggest further assessment and intervention from reliable and accredited sources.
- ii. They develop tailored intervention strategies for students facing physical harm, mental health challenges or learning difficulties.
- iii. They provide individual and group counselling sessions to address concerns such as anxiety, stress, and trauma. In individual sessions, they maintain anonymity and confidentiality to ensure a safe space for students.
- iv. They foster resilience and healthy coping mechanisms in students through group sessions.
- v. They contribute to the development and implementation of a holistic school safety policy that prioritises student well-being.
- vi. They promote a culture of vigilance and proactive intervention by remaining vigilant regarding any instance of name-calling or discrimination towards any child from any member of the school community.

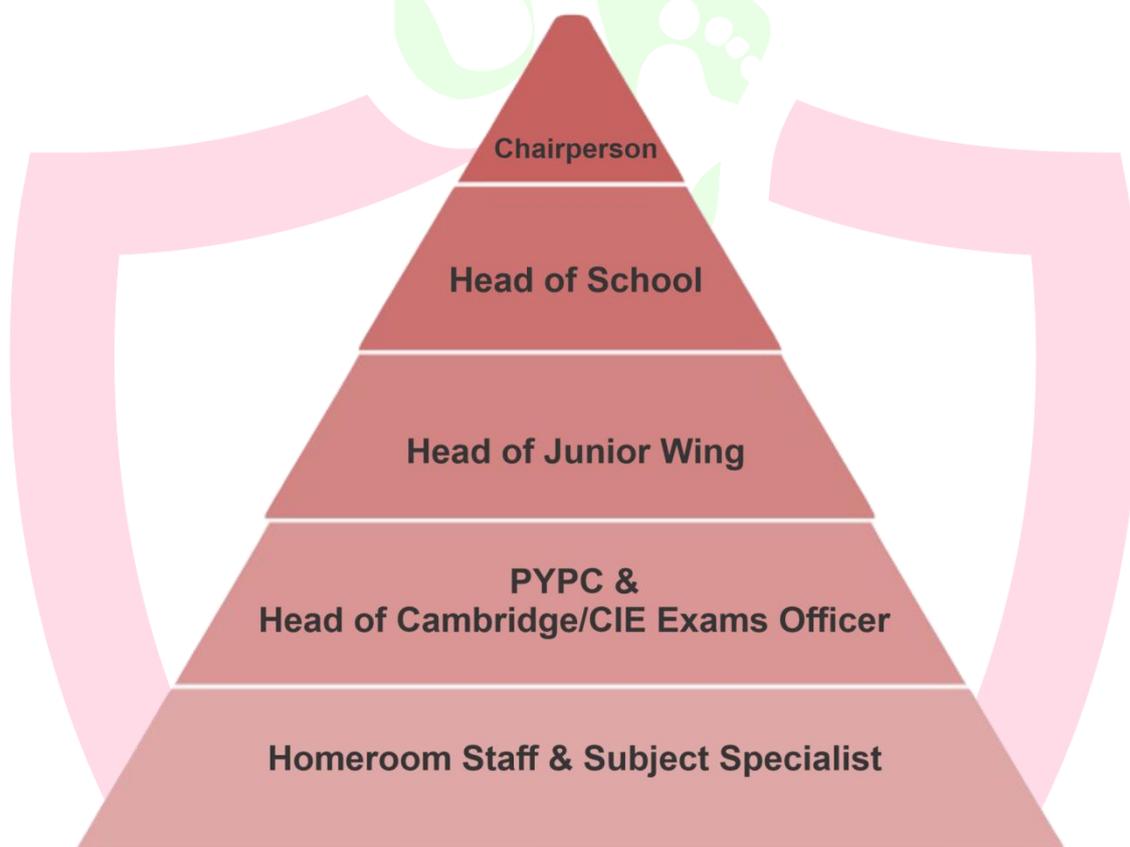
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## **B.5 Role of Student**

- i. To ensure participation in all mock drills for evacuation.
- ii. Understand what is appropriate and inappropriate behaviors.
- iii. Report any kind of inappropriate behavior to the admin team or teachers.
- iv. School student council representatives are the representatives of the student body. As per their roles and responsibilities, they shall ensure the well-being of their fellow students and will duly convey and share students' concerns and issues with the higher authorities.
- v. To strictly refrain from bringing to school any item not relevant to academic pursuits.
- vi. The students will sign an undertaking to not use social media and restricted sites in school or outside school premises and parents/guardians need to read and sign the school ICT policy and BYOD agreement every year. They need to monitor and support their child's use of devices so that learners can fully benefit from the opportunities that the digital environment offers while being protected from online risk and potential harm.

## C. ORGANIZATIONAL SET UP TO LOOK INTO THE STUDENT'S CONCERN



## D. Procedures for reporting suspects:

### Step 1

When a child reports abuse or there is reasonable cause to believe that abuse is occurring, including but not limited to observing unexplained bruises, burns, fractures or cuts, extreme behavior, delayed emotional development, knowledge of sexual acts inappropriate for age, poor hygiene and untreated medical issues, the facilitators will seek advice from the counselor within 48 hours. The Counselor will take initial steps;

- to gather information regarding the reported incident
- in case of serious physical or sexual abuse or neglect will immediately inform the Head Of School.



- Further forwarded to the School Child Friendly School Committee to address the allegation.

## **Step 2**

### **Minor Cases**

Most of the minor cases of suspected abuse or neglect will be handled by school counselors, such as those involving:

- Student relationships with peers
- Parenting skills related to disciplining children at home student-parent relationships
- Mental health issues such as depression, low esteem, grieving.

#### **Actions include:**

- Discussions between the child and the counselor in order to gain more information.
- In-class observations of the child.
- Meetings with the family to present the School's concerns
- Referral of the student and family to external professional counseling.



## **Serious allegations**

More serious allegations will involve reporting to outside resources such as social services or police authorities or potential consultation with the consulate of the country of the involved family as per the need.

Subsequent to a reported case the school counselor will maintain contact with the child and family to provide support and guidance as appropriate. The counselor will provide updates to the child's facilitator and the Head of the school with an ongoing support.

## **Checklist for students behavior and well being:**

Teachers are requested to use it as a way to identify areas of improvement and to pinpoint areas where the child may need more support. Use it as a positive reinforcement tool. Celebrate progress and reward your child when they display positive behavior.

The teacher is requested to determine the child's need, by monitoring the social and self management skills of the students:

### **SOCIAL SKILLS**

- Begins to identify basic emotions/feelings.
- Introduces himself/herself to others.
- Listens to other children's ideas and adapts accordingly.
- Chooses one or two preferred playmates and takes time to gel with others.
- Engages in turn-taking and sharing while developing friendships.
- Begins to recognize physical space/boundaries of others.
- Attends and participates in group activities or instruction.
- Demonstrates appropriate attention, etiquettes (waits turn, raises hand, and does not interrupt.)
- Responds to questions asked by peer or teacher.
- Interact using social phrases and manners ("Please", "Thank you," and "Excuse me".)
- Talks politely with peers and teachers and responds to peer/adult initiated greetings and farewells.
- Expresses anger or frustration with words/sign/cue rather than with physical action.

### Self - Management Skills

- Demonstrates confidence in skills and accomplishments.
- Demonstrates persistence by trying again.
- Anticipate problems effectively
- Willingness to take responsibility for the task assigned and accountability for problems
- Communicates well with friends, peers and teachers.
- Completes the task assigned in a specified time.
- Dresses appropriately (proper uniform, badge)
- Maintains punctuality
- Organizes the workspace well in the class and free of clutter.

### E. CHILD FRIENDLY SCHOOL COMMITTEE

The CFSC at FirstSteps School comprises of the following members:

| S.No. | Committee Enrolment     | Designation                                     |
|-------|-------------------------|---|
| 1     | Chairman                | CEO   |
| 2     | Secretary               | Head of School                                  |
| 3     | Members                 | PYP Coordinator                                 |
|       |                         | Head of Junior Wing                             |
|       |                         | Head of Cambridge & CIE Exams Officer           |
|       |                         | Counsellor                                      |
| 4     | Student Representatives | Head Boy<br>Head Girl<br>House Captain's (Four) |

### Definition of terms:

**Child protection** - Child protection implies undertaking measures and creating structures to ensure the safeguarding of children against harm. Save the Children (2015) defines it as including the prevention of and response to abuse, neglect, exploitation and violence affecting the child/children in a timely and appropriate manner. This includes investigating concerns that are suspected,

alleged, self-disclosed, or witnessed towards a child by anyone associated within or outside the school and following it up with appropriate action.

**School Bullying** - According to UNESCO (United Nations Educational, Scientific and Cultural Organization), school bullying is a damaging social process that is characterised by an imbalance of power driven by social (societal) and institutional norms. It is often repeated and manifests as unwanted interpersonal behaviour among students or school personnel that causes physical, social, and emotional harm to the targeted individuals or groups, and the wider school community.

**Child Abuse** – According to the World Health Organization, child abuse forms of physical and/or emotional ill treatment, sexual abuse, neglect or negligent treatment or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity, in the context of a relationship of responsibility , trust or power”

**Physical Abuse** may involve hitting, punching, shaking, throwing, biting, burning or scalding, drowning, suffocating , causing intentional physical harm, not providing medical attention, not responding cautiously when exposed to falls or rough games, not paying attention on being aggressive towards others and not paying attention to the fear of returning home or of parents being contacted.

**Emotional Abuse** is the emotional ill treatment of a child in the form of name calling, constant criticism, belittling, shaming, solitary confinement and isolation, so as to cause severe and adverse effects on a child’s emotional development like being highly anxious, developing low self-esteem, having inappropriate emotional responses to painful situations, feeling sudden under-achievement or lack of concentration, showing attention – seeking behavior or persistent tiredness.

**Sexual Abuse** involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. These may involve physical contact or non contact activities such as involving children in production or viewing of pornographic material.

**Neglect** is the persistent failure to meet a child’s basic physical needs as medical needs, consistent hunger, inappropriate dress, poor hygiene or physiological needs as lack of supervision, unattended fatigue and listlessness and psychological needs such as the inability to detect distress or self harming tendencies.

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**The policy is framed, reviewed and implemented in compliance with the following IB standards and practices**

- *The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)*
- *The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100)*
- *The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)*
- *The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)*
- *The school promotes open communication based on understanding and respect. (0202-03-0400)*

The above practices have a direct relevance in developing and reviewing the policy, however focus will be laid on all other programmes standards and practices requirements through the programme implementation at the various stages.

**F. School Safety and Security Review Policy Evaluation Process**

- a. This policy is a living document. It has been created using manual 'Safety and Security of children in Schools' issued by NCPCR, New Delhi.
- b. Local school data and input from stakeholders in the school's learning community. It is an ongoing process that will be systematically reviewed, evaluated and modified as needed by the students, staff, coordinators, and administrative members.
- c. The School Safety and Security policy review committee will comprise of Chairperson, CEO, Head of the school, Head of Junior Wing, Head of Cambridge and Exam Officer, PYP-Coordinator, grade facilitators. The committee will review the current document, revise as needed, and plan how to communicate current practice to staff and parent community.
- d. The School Safety and Security policy had been developed in September 2019 and is reviewed after a period of three years.

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## MAKING SCHOOLS SAFE AND SECURE: COMPREHENSIVE CHECKLIST

| Sr. No.                                     | Criterion   | Satisfactory | Needs Further Attention | Not taken up yet | NA | Remarks |
|---|---|--------------|-------------------------|------------------|----|---------|
| <b>A School Safety and Security Program</b> |   |              |                         |                  |    |         |
| 1.  | Does your School Safety and Security Program include:   |              |                         |                  |    |         |
| a)  | Monitoring of certificates for safety and fitness of school building  |              |                         |                  |    |         |
| b)  | Natural or Man-made Disaster management and Safety Drills   |              |                         |                  |    |         |
| c)  | Zero Tolerance about weapons and illegal drugs in and around school premises <i>(For Adolescent)</i>  |              |                         |                  |    |         |
| d)  | Measures for Student Conduct – including Attendance, Regularity, Punctuality, Respect, Tolerance, Helping Attitude and also other disruptive behaviors such as Bullying, Fighting, Violence, etc. |              |                         |                  |    |         |
| e)  | Measures for Teacher Conduct – Attendance, Regularity, Punctuality, Respectful and dignified behaviour to all   |              |                         |                  |    |         |
| f)  | Mechanism against harassment, sexual or verbal abuse, or discrimination of any sorts.   |              |                         |                  |    |         |
| g)  | Reporting mechanisms in case of any instance of harassment, abuse or discrimination. (Are parents and students aware of these policies?)  |              |                         |                  |    |         |
| h)  | Issuing notification to authorities, parents, students and staff about security related events  |              |                         |                  |    |         |

| Sr. No. | Criterion   | Satisfactory | Needs Further Attention | Not taken up yet | NA | Remarks |
|---------|---|--------------|-------------------------|------------------|----|---------|
| i)      | Measures for dealing with victim, perpetrator, parents, other stakeholders, police and media in case of any untoward incident   |              |                         |                  |    |         |
| j)      | Clear norms on Acceptable and Unacceptable use of the internet in school premises   |              |                         |                  |    |         |
| k)      | Norms on use of cell phones during school hours   |              |                         |                  |    |         |
| l)      | Monitoring of building entrances, hallways and classrooms before, during and after school hours   |              |                         |                  |    |         |
| m)      | Emergency Evacuation Plan, its display and regular drills on this.  |              |                         |                  |    |         |
| n)      | Police verification for hiring of teaching, non-teaching, contractual, voluntary and other staffs?  |              |                         |                  |    |         |
| o)      | Performance reviews of employees in compliance with safety policies and preventive actions  |              |                         |                  |    |         |
| p)      | Are the School Principals/HM, Teachers and Staff aware of standard Child Protection Mechanisms  |              |                         |                  |    |         |
| 2.      | Has the School implemented the Guidelines by National Disaster Management (NDMA) on School Safety and emergency preparedness?   |              |                         |                  |    |         |
| 3.      | Does the school have a viable communication system in place, e.g., landline phone, safety and fire alarm, etc.?   |              |                         |                  |    |         |
| 4.      | Does your school have suggestion boxes/question boxes/grievance boxes or any other mechanism for students/parents to inform or communicate about any safety concerns of their children? |              |                         |                  |    |         |

| Sr. No.  | Criterion  | Satisfactory | Needs Further Attention | Not taken up yet | NA | Remarks |
|----------|--|--------------|-------------------------|------------------|----|---------|
| 5.       | Are Students / Teachers /Non-Teaching Staff oriented to deal with common medical emergencies?  |              |                         |                  |    |         |
| 6.       | Do you have the 'School Safety Pledge' prominently displayed in your school campus?  |              |                         |                  |    |         |
| <b>B</b> | <b>School Buildings, Grounds and Facilities</b>  |              |                         |                  |    |         |
| 7.       | Are the school's entrances, exits and doorways clearly marked (Signage)?   |              |                         |                  |    |         |
| 8.       | Are the school's entrances, exits and doorways free of obstruction?  |              |                         |                  |    |         |
| 9.       | Is there regular maintenance of the Entry-Exit log for parents/visitors at the main gate?  |              |                         |                  |    |         |
| 10.      | Is there a Security guard/CCTV/any other mechanism of surveillance in school?  |              |                         |                  |    |         |
| 11.      | Are the electric wires and cables insulated with proper earthing and beyond the reach of children?                                       |              |                         |                  |    |         |
| 12.      | Are exit signs marked on each floor (e.g., auditorium, laboratories, big classrooms, libraries, etc.) to show pathways during emergency? |              |                         |                  |    |         |
| 13.      | Are the fire extinguishers suitably placed in the school?  |              |                         |                  |    |         |
| 14.      | Are these fire extinguishers regularly checked for expiry and functioning?   |              |                         |                  |    |         |
| 15.      | Are staff and students trained to the use of fire extinguishers?   |              |                         |                  |    |         |
| 16.      | Does the school have a Medical/Sick Room with essential medicines and first aid equipment?   |              |                         |                  |    |         |

| Sr. No. | Criterion  | Satisfactory | Needs Further Attention | Not taken up yet | NA | Remarks |
|---------|--|--------------|-------------------------|------------------|----|---------|
| 17.     | Does the school have a designated parking area?  |              |                         |                  |    |         |
| 18.     | Is the School building surrounded by a boundary wall or fence?   |              |                         |                  |    |         |
| 19.     | Are hazardous goods and substances appropriately labeled, stored and kept away from students' access?            |              |                         |                  |    |         |
| 20.     | Are all lighting fixtures securely mounted, and in working condition?  |              |                         |                  |    |         |
| 21.     | Are the isolated areas of the School well-lit and under frequent invigilation?                                   |              |                         |                  |    |         |
| 22.     | Is sufficient and safe drinking water available for the students?  |              |                         |                  |    |         |
| 23.     | Is regular cleaning and fogging of water tanks and storage facilities being done?                                |              |                         |                  |    |         |
| 24.     | Are the water tanks and septic tanks well covered and access blocked for children?                               |              |                         |                  |    |         |
| 25.     | Are separate and functional toilets available for boys and girls (For Adolescent)                                |              |                         |                  |    |         |
| 26.     | Are separate and functional toilets available for other staff members?   |              |                         |                  |    |         |
| 27.     | Does the school have a pre-primary class? If so, is it located on the ground floor?                              |              |                         |                  |    |         |
| 28.     | Has the school implemented the NCPCR guidelines for physical and infrastructural safety for residential schools? |              |                         |                  |    |         |
| 29.     | Is there any stagnant water anywhere on the premises?  |              |                         |                  |    |         |

| Sr. No.   | Criterion  | Satisfactory | Needs Further Attention | Not taken up yet | NA | Remarks |
|-----------|--|--------------|-------------------------|------------------|----|---------|
| <b>C.</b> | <b>Psychosocial Safety and Support</b>   |              |                         |                  |    |         |
| 30.       | Does the School have access to qualified Counsellor on call, as per requirement? <i>(For Adolescent)</i>   |              |                         |                  |    |         |
| 31.       | Are the students especially from primary classes oriented on Personal Safety, e.g., the difference between 'Safe touch' and 'Unsafe touch' <i>(For Children)</i>   |              |                         |                  |    |         |
| 32.       | Does the school have a Students Council/ <i>Bal Sansad</i> that deals with students' issues and concerns?  |              |                         |                  |    |         |
| 33.       | Are students oriented on life skills, exam preparedness and coping skills to manage fear, anger, peer-pressure, bullying, etc.? <i>(For Adolescent)</i>  |              |                         |                  |    |         |
| 34.       | Does the school have regular orientation sessions with parents on common behavioural issues of children and adolescents?   |              |                         |                  |    |         |
| 35.       | Are there opportunities for parents apart from PTMs to interact with teachers and other appropriate authorities and inform about any safety concern?   |              |                         |                  |    |         |
| 36.       | The school addresses and does not tolerate issues of bullying, harassment and discrimination/prejudice against students on basis of religion, caste, gender, language, physique or disability or any other factor? |              |                         |                  |    |         |
| 37.       | Misconduct and inappropriate social behavior is strictly monitored and addressed like stealing /needless writing on the walls/ harming   |              |                         |                  |    |         |

| Sr. No.  | Criterion   | Satisfactory | Needs Further Attention | Not taken up yet | NA | Remarks |
|----------|---|--------------|-------------------------|------------------|----|---------|
|          | another student physically or emotionally and displaying any antisocial behavior  |              |                         |                  |    |         |
| <b>D</b> | <b>Health and Physical Safety</b>   |              |                         |                  |    |         |
| 38.      | Does the School have a basic medicine box/first aid kit?  |              |                         |                  |    |         |
| 39.      | Are the emergency medical care numbers displayed in the school?   |              |                         |                  |    |         |
| 40.      | Does the School conduct regular health check-ups and maintain comprehensive health cards of students?   |              |                         |                  |    |         |
| 41.      | Does the School orient the students on important health issues such as nutritious alternatives to junk food, importance of a balanced diet, etc.? <i>(For Adolescent)</i> |              |                         |                  |    |         |
| 42.      | Does the School maintain an updated contact list of parents/guardians for every student of the school?  |              |                         |                  |    |         |
| 43.      | Are self-defense programmes conducted for the students?   |              |                         |                  |    |         |
| 44.      | Are School Safety posters displayed at prominent places in the school?  |              |                         |                  |    |         |
| 45.      | Is the school taking necessary steps for staff health and wellness promotion?   |              |                         |                  |    |         |
| 46.      | Does your school have a tie up for necessary referrals in case of common medical emergencies to nearby hospitals/nursing homes?   |              |                         |                  |    |         |
| <b>E</b> | <b>School Transportation</b>  |              |                         |                  |    |         |

| Sr. No.  | Criterion  | Satisfactory | Needs Further Attention | Not taken up yet | NA | Remarks |
|----------|--|--------------|-------------------------|------------------|----|---------|
| 47.      | Does the School keep a fitness certificate of all vehicles used to transport children to and from the school?                                |              |                         |                  |    |         |
| 48.      | Do the vehicles used to transport children prominently display the school's name, address and telephone numbers?                             |              |                         |                  |    |         |
| 49.      | Is there a staff member to make safe arrangements for boarding, de-boarding and accompanying children from these vehicles?                   |              |                         |                  |    |         |
| 50.      | Are the driving licenses of all drivers verified before they are allowed to operate vehicles transporting students?                          |              |                         |                  |    |         |
| 51.      | Is there a female attendant or teacher on board in all school buses?   |              |                         |                  |    |         |
| 52.      | Are the students oriented about rules of conduct on and around school vehicles?  |              |                         |                  |    |         |
| 53.      | Has the school marked designated boarding, de-boarding stops?  |              |                         |                  |    |         |
| 54.      | Are parents/guardians informed about the nearby boarding and de-boarding bus stops?  |              |                         |                  |    |         |
| 55.      | Are first aid boxes with adequate, updated, necessary medicines placed in school buses? Are these medicines periodically checked for expiry? |              |                         |                  |    |         |
| 56.      | Is the safe physical distancing and health norm maintained in transport vehicles?  |              |                         |                  |    |         |
| <b>F</b> | <b>Support for Children with Special Needs (CWSN)</b>  |              |                         |                  |    |         |
| 57.      | Does the School provide barrier free access for CWSN, e.g., Ramps, Hand Rails, warning blocks for steps, etc.?                               |              |                         |                  |    |         |

| Sr. No.  | Criterion  | Satisfactory | Needs Further Attention | Not taken up yet | NA | Remarks |
|----------|--|--------------|-------------------------|------------------|----|---------|
| 58.      | Does the School have CWSN friendly toilets e.g., grab bars, outward or two way opening door, maneuvering space for the wheel chair, etc.?                                      |              |                         |                  |    |         |
| 59.      | Does the school have a sensitization program for students and teachers so as to accommodate and harmonize with CWSN?   |              |                         |                  |    |         |
| <b>G</b> | <b>Cyber Safety &amp; Policy</b>   |              |                         |                  |    |         |
| 60.      | Are the School authorities aware that Schools can now report incidents of cyber bullying and abuse through POCSO e-box or email or telephone? <i>(For Adolescent)</i>          |              |                         |                  |    |         |
| 61.      | Are students and parents oriented on reporting to the cyber-crime department of the concerned state in case of any incident of cyber bullying and abuse?                       |              |                         |                  |    |         |
| 62.      | Is access to computer rooms and use of electronic and technological devices in the school supervised by teachers? <i>(For Adolescent)</i>                                      |              |                         |                  |    |         |
| <b>H</b> | <b>Orientation &amp; Training</b>  |              |                         |                  |    |         |
| 63.      | Have the School Staff and Teachers been sensitized on Child Protection Policy and Child related legislations such as POCSO, JJ Act, Cyber safety Act, Anti-Narcotics Act etc.? |              |                         |                  |    |         |
| 64.      | Has any teacher in the School undertaken any professional course on skills in guidance and counselling?  |              |                         |                  |    |         |
| 65.      | Have the School Staff been oriented to be watchful towards irregularities in the surroundings (e.g. suspicious vehicles, containers, broken air vents, etc.), etc.             |              |                         |                  |    |         |

| Sr. No. | Criterion   | Satisfactory | Needs Further Attention | Not taken up yet | NA | Remarks |
|---------|---|--------------|-------------------------|------------------|----|---------|
| 66.     | Has the School conducted any orientation on ways to integrate safety, security and well-being in the classroom pedagogy |              |                         |                  |    |         |

### Bibliography/Resources

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