सत्यमेव जयते
Department of School Education & Literacy
Ministry of Education
Government of India

Guidelines on School Safety and Security

@2021

Department of School Education
State _____

NOTIFICATION

In pursuance of the order of Hon'ble Supreme Court in the Writ Petition (Criminal) No. 136 of 2017 and Writ Petition (Civil) No. 874 of 2017 and decision taken by Ministry of Education (MoE) to frame guidelines for fixing the accountability of the School Management in the matter of safety of the children; MoE has recommended the Guidelines on School Safety and Security (2021) for fixing the accountability of the School Management in the matter of Safety of the Children studying in all Schools including Private Schools.

Exercising its power u/s 35(2) of the RTE Act, 2009 and as per its mandate under Rule 93 of the Juvenile Justice Model Rules, 2016; the State Government notifies the Guidelines on School Safety and Security for fixing the accountability of the School Management in the matter of Safety of the Children studying in all Schools including Private Schools with effect from

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I. ABBREVIATION

CBSE	Central Board of Secondary Education
COTPA	Cigarettes and Other Tobacco Products (Prohibition of Advertisement and Regulation of Trade and Commerce, Production, Supply and Distribution) Act, 2003
COVID-19	Corona Virus Disease 2019
CPCR	Commission for Protection of Child Rights Act, 2005
CPO	Child Protection Officer
CPR	Cardio Pulmonary Resuscitation
CPTD	Child Parent Teacher Dialogue
CrPC	The Code of Criminal Procedure Act
CSA	Child Sexual Abuse
CTE	College of Teacher Education
CWSN	Children with Special Needs
DC	District Collector
DEO	District Education Officer
DIET	District Institute for Education and Training
DM	District Magistrate
DRISHTI	Disseminate, Roll-out, Intervene, Support, Hand-hold, Track and Incentivize
IASE	Institute of Advanced Studies in Education
ICPS	The Integrated Child Protection Scheme
ICSE	Indian School Certificate Examination
ICT	Information and Communication Technology
IPC	Indian Penal Code
IT	Information Technology
KVS	KendriyaVidyalayaSangathan
MDM	Midday Meal
MoE	Ministry of Education
NCERT	National Council of Educational Research and Training
NCPCR	National Commission for Protection of Child Rights
NDMA	National Disaster Management Authority
NEP	National Education Policy

NPC	National Policy for Children
NVS	NavodayaVidyalayaSamiti
POCSO	The Protection of Children from Sexual Offences Act and Rules
POSH	Prevention, Prohibition and Redressal Act
PTA	Parent Teachers Association
PTM	Parent Teachers Meeting
PSC	Pre-School Centres
RTE	The Right of Children to Free and Compulsory Education Act, 2009
SCERT	State Council of Educational Research and Training
SCPCR	State Commission for Protection of Child Rights
SDG	Sustainable Development Goal
SJPU	Special Juvenile Police Unit
SM	School Management
SMC	School Management Committee
SOP	Standard Operating Procedure
SSC	School Safety Committee
SSSA	State School Standards Authority
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organization
UT	Union Territory
VAC	Violence against Children
WHO	World Health Organization
WSA	Whole School Approach

II. EXECUTIVE SUMMARY

Aim/Purpose of this guideline:

The purpose of this guideline is:

- Firstly, to create an understanding among all stakeholders, including students and parents, on the need for co-creating a safe and secure school environment forthe holistic development of children.
- Secondly, it is to make different stakeholders aware about the acts, policies, procedures and guidelines already available on different aspects of safety and security i.e., physical, socio-emotional, cognitive and specific to natural disasters as well.
- Thirdly, it is to empower different stakeholders and enable clarity on their role in the implementation of this guideline.
- Fourthly,it is to fix accountability for keeping children safe and secure in schools (including while children are transported to and fro, to attend school or go back to their homes in a school transport) on School Management and Principals and Teachers in Private/Unaided Schools, and Head/in-charge Head of School, Teachers and education administration in case of government/government-aided schools.
- A key purpose is to emphasize the 'Zero Tolerance Policy' against any negligence on the part of any individual or management when it comes to the safety and security of children in schools.

An integrated approach to the guidelines:

This Guideline has been developed following an 'accountability framework' with the help of existing legal provisions;'whole school approach' by integrating safety and security aspects in education itself, by including deliberations upon the health, physical, socio-emotional, psycho-social and cognitive aspects of school safety and security; and at the same time 'addressing multi-sectoral concerns' to further create a safe society, giving recommendations for the other Ministries and Departments in addition to Education Department.Some areas that have been integrated are as follows:

a. This guideline includes Laws and Acts applicable in the context of school safety and security at the state and national levels for creating awareness among various stakeholders to further strengthen the implementation of legal provisions in this area. With the first quarter of 21st Century witnessing a pandemic,COVID-19, that is giving a new challenge of social distancing and maintenance of health and hygiene protocols at schools, this guideline takes into cognizance the precautions to be followed for making schools safe and secure from the health point of view as well. Therefore, this guideline recommends all schools to follow Standard Operating Procedures/guidelines issued by this Department, the Ministry of Home Affairs, Health Ministry and also state-level administration from time -to- time on COVID-19 issue.

b. In view of urgency forsensitization, orientation and capacity building of teachers, school heads, teacher educators, this guideline recommends state-level educational institutions to come

forward to not only conduct special awareness and capacity building programmes for school heads, teachers, parents, students and teacher educators but also to integrate pandemic challenges, concerns and actions into the other regular capacity building programmes. The national level capacity building programme for elementary school teachers, i.e., NISHTHA has already integrated a special module on education response to COVID-19.

c. Further, as this pandemic has forced school education to reflect upon its mode of transaction/delivery of education, and a gradual shift of a percentage of teaching-learning towards on-line blended mode appears to be imminent, this guidelinealso emphasizes cybersecurity and safety for children and teachers.

d. The guideline is also adequately linked to the guidelines provided by NDMA for compliance in physical infrastructure and disaster-related issues, and guidelines given by NCPCR for the compliance of safety issues related to residential schools and CBSE and other school boards for the accountability framework.

e. The guidelines also include a comprehensive checklist of the essentialities of school safely and security and actions to be taken by the school in this regard.

f. Finally, in the context of school safety and security, the guideline recognizes that Accountability is an obligation of theSchool Management, Principal, and Teacher to adhere to the Laws/norms/guidelines; accept responsibility towards providing safety conditions for children in school; account for their activities; to disclose theactions and impacts in a transparent manner; and most importantly to beheld legally responsible in case of any negligence.

These Guidelines Must Be Read Along with the Following:

- National Commission for Protection of Child Rights (NCPCR) has developed a Comprehensive Manual on Safety and Security of Children in School. The Manual available at www.ncpcr.gov.inis a compilation of various existing guidelines, circulars, notifications, Government Orders on safety and security related issues in schools issued from time to time.
- NCPCR's Guidelines for Hostels of Educational Institutions
- The National Disaster Management Authority (NDMA) has also formulated and issued the National Disaster Management Guidelines on School Safety Policy,2016

Chapter 1

BACKGROUND

1.1 Order of the Apex Court:

In the Writ Petition (Criminal) No. 136 of 2017 and Writ Petition (Civil) No. 874 of 2017 before the Hon'ble Supreme Court, Petitioners sought guidance to frame guidelines for fixing accountability of the school managements in the matter of safety of children studying in schools. The order of Hon'ble Supreme Court in the said petitions, states that being a matter of policy and governance, call ought to be taken thereon by the Secretary, Department of School Education, Ministry of Human Resource Development (now Ministry of Education), Government of India, and may obtain and consider inputs from all relevant sources and take such decision as may be considered appropriate.

Realizing the criticality of safety and security of every child, a meeting was organized by MoE under the leadership of Secretary (School Education & Literacy) to discuss the problem, its magnitude, the roles and responsibilities of different stakeholders and different departments that are linked with the issue; and the modalities for preparation of guidelines for "fixing the accountability in the matter of Safety of the Children studying in all Schools including Private Schools". It was decided in the meeting that draft model guidelines will be prepared by a committee constituted by MoE through consultations with different stakeholders, across managements, departments and sectors.

In the meeting, it was also noted that various organizations have already issued guidelines on various aspects of school safety and security. These include a Comprehensive Manual on Safety and Security of Children in all schools including private schools, issued by National Commission for Protection of Child Rights (NCPCR) in 2017. The Manual is a compilation of various existing guidelines, issued from time to time. The National Disaster Management Authority (NDMA) has also formulated the National Disaster Management Guidelines on School Safety Policy,2016 with a vision to ensure the creation of safe learning environment for stakeholders for preparing plans, developing capacity, incorporating risk reduction in the guidelines. It was issued on 9th January 2017 to State and UT Governments for further dissemination and implementation at appropriate levels in the State.

It was also decided in the meeting that MoE will take cognizance of each of the existing guidelines developed by different agencies at the national level and also the measures taken up by different States like Delhi, Tamil Nadu, Sikkim and others on child safety and security in a broader perspective and adding teeth to the existing framework by fixing accountability and defining roles and responsibilities of different stakeholders as the key purpose of redrafting the existing guidelines.

Further, the draft model guidelines prepared by NCPCR earlier in consultation with MoE were circulated to all States and UTs, Ministry of Women and Child Development, Ministry of Home Affairs, CBSE, ICSE, NDMA, KVS, NVS, NCPCR & Independent School Federation of India for comments. The guidelines were also uploaded on the website of MoE for

comments/suggestions. As per the suggestions from states/UTs and other stakeholders, it was felt that there is a need to prepare a single guideline/document in a simple implementable format which also incorporates accountability at various levels.

1.2 Fixing accountability:

When children attend school, where they spend about half a day on every school working day, the responsibility to ensure their safety and security lies with the school authorities. When a child is in school, the school has the actual charge or control over a child, and if the school willfully neglects the child, in a manner likely to cause the child unnecessary mental or physical suffering, it may be treated as violation of Juvenile Justice Act, 2015. Hence, it is the school i.e., School Management/Principal/Head of school that has the responsibility of ensuring safety of children in schools and parents play an important role inmonitoring whether the school is fulfilling its responsibility.

1.3 Three-pronged approach to safety and security of children in schools:

These guidelines are based on a three-pronged approach to the safety and security concerns in schools as follows:

a. **Accountability framework and legal provisions:** The legal framework has been discussed first of all along with an accountability framework for safety and security of children in schools.

b. **Whole School Safety Approach:** This approach entails the participation of all stakeholders, including among others, school management, Principals, teachers, students, parents, non-teaching staff, etc. with clear roles and responsibility towards school safety and security.

c. **Multi-sectoral approach:** It is not only schools, but also homes and society; not only Ministry of Education, but also other ministries and departments that need to share the responsibility of developing safe and secure society in which the school functions.

1.4 Operational Definitions:

Some terms that have been used in these guidelines require a clear understanding; therefore, a set of operational definitions is given below.

1. **School Safety:** Creating safe environment for children, starting from the transportation from their homes to their schools and back.
2. **Safety:** A state in which hazards and conditions leading to physical, psychological or material harm are controlled in order to preserve the health and well-being of individuals and the community.
3. **Security:** A condition that is created taking measures in coordination with concerned people to make the environment free of crime, violence and injury.
4. **School Management Committee:** To be constituted as per Section 21 (1) of the RTE Act 2009.
5. **School Management:** In case of Private Schools, School Management refers to an administrative set up of school system, in which a group of persons like owner/Trustee, Principal, Vice-Principal, Senior Teacher, Superintendent of Hostel (in case of residential school), student leader and any other such person, who is entrusted with the duty to supervise, plan, organize, review and evaluate various aspects of an educational institution in formal way i.e., school order, notice, duty chart, etc. School Management is also responsible for monitoring and managing the overall strategic directions, finances, performance and policies of a school and provides advice and guidance to the principal of the school.
6. **Parent Teacher Association:** A school-based association of parents and teachers for promoting closer relations, providing continuous support to the child at home and in school, and providing feedback to the school for improving the child's learning environment at school.
7. **Parent Teachers' Meeting (PTM):** PTM refers to class/grade wise meetings called by schools between parents and teachers to reflect upon and take and give feedback regarding the progress of the child.
8. **Competent Authority:** Means an officer who is head of district education department as applicable in respective States and UTs.
9. **Schools:** (defined under section 2 (n) of RTE Act, 2009)

   "School" means any recognised school imparting elementary education and includes--

   i.a school established, owned or controlled by the appropriate Government or a local authority;

   ii.an aided school receiving aid or grants to meet whole or part of its expenses from the appropriate Government or the local authority;

   iii.a school belonging to specified category; and

   iv.an unaided school not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority
10. **School Safety Plan:** A comprehensive all-hazards plan that takes into account all threats and hazards for a particular school.
11. **Corporal Punishment:** means the subjecting of a child by any person to physical punishment that involves the deliberate infliction of pain as retribution. Right of Children to Free and Compulsory Education (RTE) Act, 2009, prohibits 'physical punishment' and 'mental harassment' under Section 17(1) and makes it a punishable offence under Section 17(2).

Chapter 2

National and International context

2.1 National Education Policy, 2020:

The NEP, 2020 lays down the goal of every educational institution – from pre-school to University– "A good educational institution is one in which each student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution."

Para 5.9 of the policy lays down the need for adequate and safe infrastructure, adopting systems to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment, and ensuring that in-service training has inputs on safety, health and environment at workplace in schools to ensure that all teachers are sensitized to these requirements. Safety of all inmates of residential hostels, particularly of girl children is laid down in **para 6.9 of the policy.**

Para 8.5 (c) gives a framework for ensuring safety in schools. It states as follows: "To ensure that all schools follow certain minimal professional and quality standards, States/UTs will set up an independent, State-wide, body called the State School Standards Authority (SSSA). The SSSA will establish a minimal set of standards based on basic parameters (namely, safety, security, basic infrastructure, number of teachers across subjects and grades, financial probity, and sound processes of governance), which shall be followed by all schools. The framework for these parameters will be created by the SCERT in consultation with various stakeholders, especially teachers and schools."

The policy is very categorical on the multiplicity of safety issues and their provisioning; it requires careful attention to be paid to the safety and rights of children and adolescents enrolled in schools, particularly girl children and the various difficult issues faced by adolescents, such as substance or drug abuse and forms of discrimination and harassment including violence, with clean, safe, and efficient mechanisms for reporting and due process on any infractions against children's/adolescents' rights or safety. It further emphasizes according high priority to the development of such mechanisms that are effective, timely, and well-known to all students.

2.2 Rights of Children, SDGs, International conventions

Rights of Children are an integral part of the Constitution, reflected in PART I, Fundamental Rights as well as PART IV, Directive Principles of State Policy. Specifically, Article 39 (f & e) mentions promoting good health (more details in chapter 3).

A discussion on international context is limited here to the Sustainable Development Goals.The Sustainable Goals also include those related to Child Rights, and India also commits to the achievement of these especially the following:

- **SDG 3:** 'Ensure healthy lives and promote well-being for all at all ages.'
- **SDG 4:** 'Ensure inclusive and quality education for all and promote lifelong learning, highlighting the importance of knowledge and skills on human rights and the promotion of a culture of peace and non-violence' (Target 4.7) as well as 'the provision of child, gender and disability sensitive facilities and safe, non-violent, inclusive and effective learning environments for all' (Target 4.8).
- **SDG 5:** 'Promote gender equality and empower all women and girls' (Target 5.2), 'eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation' and
- **SDG 16:** 'Addressing violence against children and promotion of peaceful and inclusive societies', under this goal (Target 16.1), states 'significantly reduce all forms of violence and related death rates everywhere' and Target 16.2 states 'end abuse, exploitation, trafficking and all forms of violence against and torture of children'.

Action to address school violence and bullying is an essential component of other international conventions and commitments, including the Convention on Rights of the Child, which obliges states to ensure that children are protected from violence. Thus, providing safe and secure learning environment for children at home, in school, in the community and society, becomes a collective responsibility of all the stakeholders.

The COVID-19 pandemic in the first quarter of the 21st Century across the globe has further posed a challenge of maintaining health of the entire school fraternity. This has added a new dimension for social distancing in school, which relates not only to infrastructure and other physical aspects but also to health, hygiene and mental well-being.

Chapter 3

Constitutional Provisions and legal framework

3.1 Constitutional provisions:

Provisions of the Constitution of India for the protectionandsafetyofchildren are as given below:

Constitutional Provision	Rights
Article 14	Fundamental right to equality and equal protection of the law
Article 15 (3)	Fundamental right to special provisions
Article 21	Fundamental right to life and personal liberty
Article 21 A	Right to free and compulsory elementary education for all children in the 6-14 year age
Articles 23 and 24	Fundamental right against exploitation
Article 39 (e)	Right to health and freedom from abuse due to economic necessity
Article 39 (f)	Right to development with dignity and guaranteed protection of childhood and youth against exploitation and against moral and material abandonment
Article 46	Right of weaker sections to special educational care and protection from socialinjustice and all forms of exploitation
Article 47	Right to nutrition and standard of living and improved public health
Article 51A (k)	Duty of parents or guardians to provide opportunities for education

3.2 Central Legislations & Policies

- Further, states under Article15(3) of the Constitution of India can make any special provision for women and children.
- Included in these constitutional protections, also is the mandate of the State under Article 21 A to ensure fundamental right to education. In other words, the Constitutional mandate on the State requires the State to ensure the right to education and the right of every child to a safe and protected educational environment.
- As a result, a number of central and state legislations, policies and guidelines are framed from time to time.
- **A few key central legislations are highlighted below:**

[1]For a more detailed list: please see "Chapter III: Instruments and Standards for Protection of Child Rights" in the Study on Child Abuse India 2007, produced by the Ministry of Women and Child Development, Government of India

Central Legislation/Policy/ Guidelines	Overview
Right to Education: Consolidated guidelines on safety and security of children dated 11th September, 2017	In the wake of school safety incidents in 2017, the Department of School Education & Literacy, MoE, reissued the guidelines on safety and security of children (earlier sent vide letter dated 9th October, 2014), which has suggested preventive institutional mechanisms and procedures that should be put in place in the schooling system along with the relief and redressal strategies in case of any such incidents.
RTE Act 2009: Section 31	The NCPCR constituted under section 3, or, as the case may be, the SCPCR constituted under section 17, of the CPCR Act, 2005 (4 of 2006) shall, in addition to the functions assigned to the Act, also performs the following functions, namely: (a) Examine and review the safeguards for the rights provided by or under any Law related to children and recommend measures for their effective implementation; (b) Inquire into complaints relating to child's right to free and compulsory education; and (c) Take necessary steps as provided under section 15 and 24 of the said CPCR Act, 2005. (2) The said Commissions shall, while inquiring into any matters relating to child's right under clause (1)(c), have the same powers as assigned to them under sections 14 and 24 of the said CPCR Act, 2005. (3) Where the SCPCR has not been constituted the appropriate Government may, for the purpose of performing the functions specified in clause (1)(a) to (1)(c), constitute such authority, in such manner and subject to such terms and conditions, as may be prescribed.
RTE Act 2009: Section 32	1) Notwithstanding anything contained in section 31, any person having any grievance relating to the right of a child under this Act may make a written complaint to a local authority having jurisdiction. 2) After receiving the complaint under sub-section (1), the local authority shall decide the matter within a period of three months after affording a reasonable opportunity of being heard to the parties concerned. 3) Any person aggrieved by the decision of the local authority may prefer an appeal to the SCPCR or the authority prescribed under sub-section 3 of section 31, as the case may be. 4) The appeal preferred under sub-section 3 shall be decided by SCPCR or the authority prescribed under sub-section 3 of section 31, as case may be, as provided under clause (c) of sub-section (1) of section 31.

Central Legislation/Policy/ Guidelines	Overview
The Juvenile Justice (Care & Protection Children) Act 2015 of (JJ Act) and Juvenile Justice Rules 2016	Founded on the principles of the UNCRC, the JJ Act provides a framework for the care, protection, treatment and rehabilitation of children in the purview of the juvenile justice system.
The Juvenile Justice Act, 2015: Section 75	The Juvenile Justice Act, 2015 under section 75, clearly states that "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". If in case of an accident in the School/ school transport during or after, or before school hours it is found that the school, which has actual charge of or control over the child when the child is in school, has willfully neglected the child that has caused the child unnecessary mental or physical suffering, it may be treated as violation of Juvenile Justice Act, 2015 and should be referred to the Police by the School Management/Authority.
Juvenile Justice Model Rules, 2016	Rule 93 of the Juvenile Justice Model Rules, 2016 "empowers the State Government to take action against such officer/ institution, statutory body etc. after due inquiry who fails to comply with the provisions of the Act and the Rules framed thereunder, and simultaneously make alternative arrangements for discharge of functions for effective implementation of the Act."
Juvenile Justice Act, 2015: Section 109	Section 109 of the Juvenile Justice Act, 2015 also entrusts NCPCR and SCPCRs with the responsibility of monitoring the Act, in addition to the functions assigned to them under the CPCR Act, 2005.
Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (POSH)	An Act to provide protection against sexual harassment of women at work place and for the prevention and redressal of complaints of sexual harassment and for matters connected therewith or incidental thereto.

Central Legislation/Policy/ Guidelines	Overview
The National Policy for Children, 2013 (NPC 2013):	The NPC 2013 drew extensively from and reiterated the commitments for upholding rights of children already enshrined in the Children's Charter and uiding Principle X of the NPC 2013 states that "safety and security of all children is integral to their well-being and children are to be protected from all forms of harm, abuse, neglect, violence, maltreatment and exploitation in all settings including care institutions, schools, hospitals, crèches, families and communities."
The Protection of Children from Sexual Offences Act and Rules, 2012 (POCSO):	Places an obligation on the state to prevent sexual violence against children, identify and respond to such violence and notify guidelines that must be adhered to by various stakeholders including the educational institutions. It seeks to protect all children from sexual as sault, sexual harassment and pornography and provides for stringent penal action against offenders, including presumption of guilt.
POCSO Rule, 2020	Rule-3 (Awareness generation and capacity building) of POCSO Rule, 2020 provides that Central Government, or as the case may be, the State Government shall prepare age-appropriate educational material and curriculum for children, informing them about various aspects of personal safety. It also provides that any institution housing children or coming in regular contact with children including schools, creches, sports academies or any other facility for children must ensure a police verification and background check on periodic basis, of every staff, teaching or non-teaching, regular or contractual, or any other person being an employee of such Institution coming in contact with the child. Such Institution shall also ensure that periodic training is organized for sensitizing them on child safety and protection.
The IT (Reasonable Security Practices and Procedures and Sensitive Personal Data or Information) Rules 2011	Prescribes security standards for personal information stored electronically.
Right of Children to Free and Compulsory Education Act 2009 (RTE):	Section 17 prohibits physical punishment and mental harassment of children. Section 29(2)(g) while laying the procedure for curriculum transactions emphasizes making the child free from fear, trauma and anxiety and helping the child to express views freely.

Central Legislation/Policy/ Guidelines	Overview
	Section 19 (1) states that 'No school shall be established, or recognized, under Section 18, unless it fulfills the norms and standards specified in the Schedule.'
The Integrated Child Protection Scheme 2009 (ICPS):	Launched by the Ministry of Women and Child Development, Government of India, to bring elements of all child protection programs under one umbrella, it set in place child protection mechanisms with trained personnel, from national to local level and for the first time provided budgetary allocations as per the 12thFive Year Plan.
National Plan of Action for Children, 2005 (NPAC 2005):	The NPAC 2005 was formulated and adopted as India's response to the UN General Assembly Session on Children, set out in the "World Fit for Children" outcome document. India became a signatory to this UN session in May 2002 decisions and the NPAC 2005 re-enforces the State's commitment on protection issues highlighted in the outcome document.
The Commission for Protection of Child Rights Act 2005:	This provides for the constitution of a National Commission and State Commissions for protection of child rights and children's courts for providing speedy trial of offences against children or of violation of child rights and for matters connected there with or incidental there to. It also ensures the monitoring of implementation of legislation and policies at all levels of governance for upholding child rights and action for non-compliance.
Section 13(1) of the Commissions for Protection of Child Rights (CPCR) Act, 2005	This section empowers NCPCR to: (a) Examine and review the safeguards provided by or under any law for the time being in force for the protection of child rights and recommend measures for their effective implementation; (b) Present to the Central Government, annually and at such other intervals, as the Commission may deem fit, reports upon the working of those safeguards; (c) Inquire into violation of child rights and recommend initiation of proceedings in such cases; (d) Examine all factors that inhibit the enjoyment of rights of children affected by terrorism, communal violence, riots, natural disaster, domestic violence, HIV/AIDS, trafficking, maltreatment, torture and exploitation, pornography and prostitution and recommend appropriate remedial measures;

Central Legislation/Policy/ Guidelines	Overview
	(e) Look into the matters relating to children in need of special care and protection including children in distress, marginalized and disadvantaged children, children in conflict with law, juveniles, children without family and children of prisoners and recommend appropriate remedial measures; (f) Study treaties and other international instruments and undertake periodical review of existing policies, programmes and other activities on child rights and make recommendations for their effective implementation in the best interest of children; (g) Undertake and promote research in the field of child rights; (h) Spread child rights literacy among various sections of the society and promote awareness of the safeguards available for protection of these rights through publications, the media, seminars and other available means; (i) Inspect or cause to be inspected any juvenile custodial home, or any other place of residence or institution meant for children, under the control of the Central Government or any State Government or any other authority, including any institution run by a social organization; where children are detained or lodged for the purpose of treatment, reformation or protection and take up with these authorities for remedial action, if found necessary; (j) Inquire into complaints and take suomotu notice of matters relating to- (i) deprivation and violation of child rights; (ii) Non-implementation of laws providing for protection and development of children; (iii) non-compliance of policy decisions, guidelines or instructions aimed at mitigating hardships to and ensuring welfare of the children and to provide relief to such children, or take up the issues arising out of such matters with appropriate authorities; and (k) Such other functions as it may consider necessary for the promotion of child rights and any other matter incidental to the above functions.
Section 13(2) of the Commissions for Protection of Child Rights (CPCR) Act, 2005	As provided in Section 13 (2) of the Commission for Protection of Child Rights (CPCR) Act, 2005, the Commission shall not inquire into any matter which is pending before a State commission or any other commission duly constituted under any law for the time being in force.

Central Legislation/Policy/ Guidelines	Overview
The National Charter for Children in 2003 (Children's Charter):	This Charter emphasizes protection from economic exploitation and all forms of abuse; protection of the girl child; care, protection, welfare of children of marginalized and disadvantaged communities; and ensuring child-friendly procedures.
The Cigarettes and Other Tobacco Products (Prohibition of Advertisement and Regulation of Trade and Commerce, Production, Supply and Distribution) Act, 2003	Section 6 of the COTPA Act: "Prohibition on sale of cigarettes or other tobacco products to a person below the age of 18 years and in particular area". Section 24 of the COTPA Act: "Punishment for sale of cigarettes or any other tobacco products in certain places or to persons below the age of 18 years."
The Information Technology Act, 2000	Section 67 B of the IT Act, 2000: "Punishment for publishing or transmitting material depicting children in sexually explicit acts, etc., in electronic form."
Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989	Though the Act is not specific to children or does not have specific provisions for crimes against children, it does apply to all crimes committed against SC or ST children.

3.3 State Specific Provisions:

Majority of the States and UTs have made provisions relating to management and safety measures in the State/UT Education Act. The detailed State and UT wise provisions are at Annexure- I.

3.4 Categories of negligence:

It shall be the responsibility of the School Management and Principal in private schools and Principal/Head of school along with local school administration, be accountable to take preventive measures against all forms of negligence towards the safety and security aspects of children in schools. The negligence committed by the School Management/Authorities/ Principal/Head of school/teaching and non-teaching staff may be broadly categorized as follows:

a. Negligence in establishing a secured infrastructure for the students and children with special needs.

b. Negligence to the quality, standard of the food served and portability of water provided to students in school for consumption.

c. Negligence related to security measures adopted by the School Authorities for the safety of students.

d. Negligence in providing timely medical aid to the students.

e. Negligence in taking action against a complaintreported by a student.

f. Negligence on corporalpunishment including mental, emotional harassment.

g. Negligence in preventing bullying, discriminatory actions, substance abuse in the school premises.

h. No regular monitoring and reporting to appropriate authority as mentioned

i. Delaying actions in case of crime or disaster.

j. Suppression of facts and not reporting to the appropriate authority.

k. Negligence in strict implementation of COVID guidelines resulting in threat or vulnerability for safety and security of students.

3.5 Legal Provisions in case the offence has been established:

Accountability of School Management	Legal Provisions and Rules attracted
a. **Criminal Negligence**	Sections 304, 308 etc. of Indian penal Code. Section 75 of Juvenile Justice Act, 2015
b. **Medical Aid Negligence**	Section 77 of the Juvenile Justice Act, 2015
c. **Corporal Punishment**	Section 75 of the Juvenile Justice Act, 2015
d. **Conspiracy**	Section 16 of the POCSO Act, 2012, Section 34 and 120B etc. of the Indian Penal Code, 1860 and Section 87 of the Juvenile Justice Act, 2015
e. **Concealment/non-reporting of offence**	Section 21 of the POCSO Act and Section 202 of Indian Penal Code, 1860
f. **Tampering Evidence**	Section 201, 203 etc. of the Indian Penal Code, 1860
g. **Sexual abuse**	Section 19 of the POCSO Act, 2012
h. **Cyber Safety and Security**	Section 67 B of IT Act, 2000 and Sections 13 and 15 of the POCSO Act, 2012
i. **Infrastructural Safety and Security** j. **Food Safety**	The National Building Code of India, 2004 Sections 272, 273 of the Indian Penal Code, 1860

Accountability of School Management	Legal Provisions and Rules attracted
k. **Environmental Safety**	Section 278 of the Indian penal Code, 1860
l. **Sexual harassment and Sexual Assault**	Section- 4, 6, 8, 10, 12, 14 and 15 of the POCSO Act, 2012
m. **CWSN**	
i. **Legal Rights of CWSN**	Section 16, 17, 31 & 32 of the Rights of Persons with Disabilities Act, 2016 Section 31 of The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995
ii. **Punishment for violating the rights of CWSN**	Section 89 of the Rights of Persons with Disabilities Act, 2016
iii. **Punishment for offences against CWSN**	Section 5 and 9 of the POCSO Act, 2012 and Section 85 of the Juvenile Justice Act, 2015
n. **Constitutional rights of children**	Article 15 (3), 21 (A), 23, 24, 39 (e), 39 (f), 46, 47 and 51A (k) of the Constitution of India

3.6 Interpretation of Legal Provisions:

(a) Negligence with regard to the Medical-Aid: If the School Authorities/Management/Teaching and non-teaching staff gives intoxicating liquor or narcotic drug or psychotropic substance to a child without the advice of the Medical Practitioner, they shall be liable to be tried under Section 77 of the Juvenile Justice Act, 2015.

(b) Corporal Punishment to a child: If the School Authorities/Management/Teaching and non-teaching staff are found imposing corporal punishment to a child, they are liable to be prosecuted under Section 75 of the Juvenile Justice Act, 2015.

(c) Conspiracy: Conspiracy is said to have committed when two or more persons jointly commit an act which is against the law. If the School Authorities/ Management/ Teaching and non-teaching staff are found liable for hatching a criminal conspiracy against a student or on the commission of a crime they are found suppressing it for any reason, they may be prosecuted under Sections 34,120B etc., of the Indian Penal Code, 1980.

(d) Concealment or non-reporting of an offence: Intentional omission to give information of offence by the school management or any other concerned person-Whoever, knowing or having reason to believe that an offence has been committed against the child,

intentionally omits to give any information respecting that offence which he/she is legally bound to give, shall be punished as per Sections 202 etc. of the Indian Penal Code, 1860.

(e) Tampering/eradicating the evidence: If the school authorities/ Management/ teaching and non-teaching staff, to attain any purpose, try to cause disappearance of vital evidence of offence or produce any false information during investigation or before court, in order to rescue the offender, they shall be liable to be prosecuted under sections 201, 203

(f) Mandatory reporting of sexual abuse against a child: Section 21(1) of the POCSO Act, 2012 requires mandatory reporting of cases of child sexual abuse to the law enforcement authorities, and the same applies to everyone including parents, doctors and school personnel. Failure to report a suspicion of child abuse is an offence under the Act and the offender may be prosecuted for the same as per the provisions of POCSO Act, 2012. Any private person who fails to report suspected child abuse, having acquired the information in the discharge of his or her professional responsibilities, commits a summary conviction offence.

Chapter 4

Accountability Framework:Responsibilities of School/School Management/Head of school for ensuring safety and security of children in school

4.1 Accountability:

- Accountability is an obligation of theSchool Management, Principal, and teachers to adhere to the Laws/norms/guidelines and accept responsibility towards providing safe conditions for children in school, account for their activities, disclose the actions and impacts in a transparent manner and most importantly be aware of their legal responsibility in case of any negligence.
- There are different Laws and Acts (already discussed in Chapter 3) in India, which accord appropriate punishments to the criminals responsible for crimes against children, including in schools. Where the offence is established, appropriate action under relevant law shall be taken; it is also important to focus on measures to prevent any crime against children to occur in school or while commuting to the school.
- In the school education system – School Management, Principal, Head of School, teacher (in case of any incident during class or under her watch), local administration supervising the government/government-aided school (particularly w.r.t to safe infrastructure, mock drills, training, etc.) are accountable for ensuring the safety and security of the children in school, and responsible for preventing neglect of any aspect of safety and security of children, or any non-adherence to the safety Guidelines (such as, the NCPCR's Manual for Safety and Security of Children in Schools, NCPCR's Guidelines for Hostels of Educational Institutions) or any other safety norms prescribed by the Appropriate Government, recommendations of SMC/PTA, etc.

4.2 Legal Provisions for government and government-aided schools:

a. For the purposes of these guidelines, "School Management Committee or SMC"[3] will hereon refer to the SMC formed/to be formed under section 21 of the RTE Act for all schools covered by sections 2(n)(i), 2(n) (ii) and 2(n)(iii) of the RTE Act, 2009.

b. Section 21 of the RTE Act 2009 provides for "School Management Committee" and it states that - a school, other than a school specified in sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers. Therefore, schools that are mandated to have School Management Committee include:

   i. a school established, owned or controlled by the appropriate Government or a local authority;

[2] The word 'School' here implies that the Principal/Head of School, even if in-charge, will take responsibility of all matters related to safety and security of the school

[3] For KendriyaVidyalayas and Navodaya Vidyalayas, this would mean the Vidyalaya Management Committee

ii. an aided school receiving aid or grants to meet whole or part of its expenses from the appropriate Government or the local authority;

iii. a school belonging to specified category

c. It requires that at least three-fourth of members of such Committee shall be parents or guardians, proportionate representation is to be given to the parents or guardians of children belonging to disadvantaged group and weaker section, and that fifty per cent of Members of such Committee should be women.

d. The said provision lays down the functions of School Management Committee as follows:

- ✓ monitor the working of the school;
- ✓ prepare and recommend school development plan
- ✓ monitor the utilisation of the grants received from the appropriate Government or local authority or any other source; and
- ✓ perform such other functions as may be prescribed.

e. The responsibility for monitoring the actions taken for thesafety of child while on school premises is inherent in the provision, however, states/UTs must undertake its specific incorporation in their RTE Rules.

f. Every government/government-aided school must call parents to regular Parent Teacher Meetings (PTM).

4.3 Legal provisions w.r.t private schools:

a. As per section 21 of RTE Act, 2009, private schoolscovered under section 2(n)(iv) of the Act are exempted from formulatingSMCs in the format laid down by the Act.

b. However, every private school has its own School Management Board/Group/ Committee/Trust/etc. which shall herein be referred as "School Management or SM" for the purpose of these guidelines.

c. Further, under section 18 (1) of RTE Act it is mandatory for all private schools functioning within the geographical limits/jurisdiction of thestate, to obtain recognition by the state in the manner prescribed.

d. Section 18 (2) of the RTE Act also empowers states to lay down conditions for recognition.

e. Recognition Certificate under section 18 of the RTE Act from the Competent Authority is an essential requirement to establish a private school. Further, without the Recognition Certificate, a school cannot apply for affiliation to the Examination Boards.

f. The private schools defined under section 2 (n) (iv) of RTE Act, 2009 should have a Parent Teachers Association (PTA) as per the composition given in Annexure-II.

4.4 Ensuring compliance by private/unaidedelementary schools:

a. **Every private elementary school must mandatorily apply under the provisions of RTE Act for recognition:** Section 2(n)(iv) of RTE Act defines a private unaided school as - **"school"** means any **recognised** school imparting elementary education and includes an unaided school not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority.

b. **States/UTs are empowered to recognize the school with conditions:** Recognition is given to schools by the state/UT government under section 18(1) of the RTE Act and conditions for recognition can be laid down by the state/UT government under section 18(2) of the Act for recognition of the school. No elementary school can function in the country without obtaining such recognition. Under these powers of the RTE Act, all states should ensure that constitution of PTA is made a mandatory condition for recognition of the school, as PTAs are an important link in monitoring the safety and security measures in private unaided schools. The other conditions for recognition may include preparation and implementation of a school specific accountability framework for every stakeholder in school like, principal, teachers, non-teaching staffs and members of the school management on all the components given above. The conditions may also include directions on the constitution of committees that will be responsible for observing the above components in the schools at different levels. The Safety Guidelines and Accountability Framework, and compliance with all related laws, rules, norms, guidelines, etc. should be made an essential condition under section 18(2) of the RTE Act, 2009 for giving recognition certificate to schools by the state governments.

c. **The conditions for recognition of school u/s 18 can include conditions for fixing responsibility of safety and security on School Management/Principal/Head of School:** All State/UT governments may also lay down specific conditions fixing responsibility of safety and security of the children in schools on the School Management/Principal/Head of School, and also fixing responsibility of the School Management/Principal/Head of School to be responsive to the suggestions of the PTA, and students, while giving recognition to the school. States/UTs may review recognitions already given to include such conditions.

d. **Incorporating conditions in laws/rules/bye-laws of Affiliating Boards:** In case of private schools the Affiliating Boards need to ensurethat compliance with all conditions laid down by appropriate government becomes a mandatory condition for affiliation. The Laws/Rules/Bye-laws of affiliating bodies may be revised accordingly to incorporate the conditions of the Safety Guidelines as well as the Accountability Framework as laid down by appropriate government.

e. **Action in case of a criminal offence:** If there is commission of a criminal act/offence, it will be the duty of the Head of School/in-charge Head of School and the School Management to take necessary action as per provisions of law. In case of negligence in taking appropriate action, they shall be held responsible. The Block Education Officer should also be informed simultaneously.

f. **Action in case of non-compliance:** If there is non-compliance of Safety and Security requirements or neglect or abetment by the school, which led to such an offence, the PTA should approach the Block Education Officer (BEO).

g. **Action in case issue is not addressed at Block level:** 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, the PTA/complainant may take-up the matter with the District Collector (DC)/District Magistrate (DM). The DC/DM may arrange to hold an enquiry and based on findings, give directions to the schools as may be deemed fit. After enquiry by DC/DM, if it is found that the school has not adhered to the safety guidelines, and/or has neglected the safety and security of children and thus risked the lives of the children, following steps may be taken by the DC/DM according to the nature of negligence by the School:

   i. A fine on school equivalent to 1% of the total revenue generated in the preceding year for the first time of non-compliance and/or debarring the school for taking admission in the subsequent academic year;

   ii. 3% for second time of non-compliance and/or debarring the school for taking admission in the subsequent academic year;

   iii. 5% for third time of non-compliance and/or debarring the school for taking admission in the subsequent academic year.

h. **Action in case of continued non-compliance:** In case of complaint of continued non-compliance of the private elementary schools even after the above directions of the DC/DM, the DC/DM may escalate the issue to the state/UT School Education Department. The Department can arrange to conduct an enquiry and if found true, actions ranging from directing school to fulfill compliance within certain number of days, to penalising the school to temporary/permanent withdrawal of recognition of the school, as may be deemed fit, can be undertaken by the state/UT government. (Since there are different categories of private schools ranging from budget or low-fee schools to high-fee private schools; the fine imposed should be in proportion to the total revenue generated by the school in the preceding year). It may be noted that this part of the guidelines is to ensure Safety and security of children in schools and are meant to be followed as a preventive measure by fixing the accountability of school

management.Further, no student is supposed to suffer due to the action against the school.

i. Permanent withdrawal of recognition must not be resorted to unless in case of an exception of extreme cases of repeated non-compliance. However, in case required, it should be resorted to only after taking care of the interests of all children enrolled and studying in the school.

j. In case of temporary withdrawal of recognition of the school, the appropriate Government to take over the Management of the school until school complies with the safety measures specified in NCPCR's Manual on Safety and Security of Children in Schools and any other guidelines. Provided that the appropriate Government after taking over the school,shall appoint administrator not below the rank of Sub-Divisional Magistrate as administrative head of the school to ensure its smooth functioning. During this period, no further development shall be taken up in the school except activities related to education and safety of children.

4.5 Ensuring compliance by government/government aided elementary schools:

a. **Action in case of a criminal offence:** If there is commission of a criminal act/offence, it will be the duty of the Head of School/in-charge Head of School and the School Management, if any, to take necessary action as per provisions of law. On complaint from any parent/student, the Head of the school and School Managementare expected to act quickly and take necessary actions under various provisions of law.

b. **Action in case of complaint:** On non-compliance of safety and security requirements in the school, the parent/guardian 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, the parent/guardian may take-up the matter with the District Collector (DC)/District Magistrate (DM). The DC/DM may arrange to hold an enquiry and based on findings, give directions to the schools as may be deemed fit.

c. **Action in case of complaint of continued non-compliance:** In case of complaint of continued non-compliance by the school even after the above directions of the DC/DM, the DC/DM may escalate the issue to the state/UT School Education Department. The Department can arrange to conduct an enquiry and if found true, may take appropriate disciplinary and other administrative action against the erring members, including against the School Management, if required.

d. **Non-compliance of the recommendations of SMC:** For Government Schools, in case of non-compliance of the recommendations of SMC by the school; the SMC should

bring it to the notice of appropriate authority as defined under the respective State RTE Rules. The Appropriate Authority shall take/recommend action against the responsible officials for non-compliance as per the service rules.

4.6 Ensuring compliance by government/ government aided/private schools of secondary/senior secondary level:

a. All secondary/senior secondary level schools are affiliated to a secondary school examination board. The affiliation laws/rules/bye-laws of such boards must include conditions for the purpose of initial affiliation and continued affiliation relating to compliance of all safety and security provisions of Appropriate Authority for school children.

b. The state/UT government may also like to frame their own conditions for continuance of recognition under their own laws/guidelines/etc.

c. If there is commission of a criminal act/offence, it will be the duty of the Head of School/in-charge Head of School/PSM to take necessary action as per provisions of law.

d. Violation of conditions of affiliation by private schools should be viewed seriously by the state/UT government in which the school is located. State/UT government will be expected to take necessary action under extant laws.

e. Provisions must be made in affiliation laws/rules/bye-laws for strict action in such casesby affiliating board in consultation with Appropriate Authority.

f. In case of complaint by PTA/parent of non-compliance, actions in accordance with paras 4.4 (d) to 4.5 (i) above may be followed in the case of secondary/senior secondary/composite schools too.

4.7 Rationale for para 4.4, 4.5 and 4.6 regarding fixing accountability

4.7.1 Rationale based on Juvenile Justice Act, 2015 and Juvenile Justice Model Rules, 2016

- The Juvenile Justice Act, 2015 under section 75, clearly states that "Whoever, having the actual charge of, or control over, a child, assaults, abandons, abuses, exposes or wilfully 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"
- Rule 93 of the Juvenile Justice Model Rules, 2016 "empowers the State Government to take action against such officer/ institution, statutory body etc. after due inquiry who fails to comply with the provisions of the Act and the Rules framed thereunder, and simultaneously make alternative arrangements for discharge of functions for effective implementation of the Act."

4.7.2 Rationale based on Code of Criminal Procedure, 1973

- Section 32 and 33 of the CrPC, 1973 provides that the High Court or the State Government, as the case may be, confer powers to a person holding an office in the service of the Government.
- Section 32 of the CrPC, 1973, states that, in conferring powers under the CrPC, the High Court or the State Government, as the case may be, may, by order, empower persons specially by name or in virtue of their offices or classes of officials generally by their official titles.
- Further, section 33 defines the powers of officers appointed and as per this, whenever any person holding an office in the service of Government who has been invested by the High Court or the State Government with any powers under this Code throughout any local area is appointed to an equal or higher office of the same nature, within a like local area under the same State Government, he shall, unless the High Court or the State Government, as the case may be, otherwise directs, or has otherwise directed, exercise the same powers in the local area in which he is so appointed.
- Also, Section 144 (1) of the CrPC, 1973 states that the Power to issue an order in urgent cases of a nuisance of apprehended danger if such direction is likely to prevent, or tends to prevent, obstruction, annoyance or injury to any person lawfully employed, or danger to human life, health or safety, or a disturbance of the public tranquillity, or a riot, of an affray. As per 144 (1), in cases where, in the opinion of a District Magistrate, a Sub-divisional Magistrate or any other Executive Magistrate specially empowered by the State Government in this behalf, there is sufficient ground for proceeding under this section and immediate prevention or speedy remedy is desirable, such Magistrate may, by a written order stating the material facts of the case and served in the manner provided by section 134, direct any person to abstain from a certain act or to take certain order with respect to certain property in his possession or under his management…

4.7.3 Rationale based on RTE Act, 2009

- The RTE Act, 2009 u/s 35(1) empowers the Central Government to issue guidelines to the appropriate government or, as the case may be, the local authority, as it deems fit for the purpose of implementation of the provisions of the Act.
- Section 35(2) empowers the appropriate Government to issue guidelines and give such directions, as it deems fit, to the local authority or the School Management Committee regarding implementation of the provisions of this Act.

4.8 Role of NCPCR and SCPCR:

NCPCR and SCPCRs, as the case may be, shall be responsible for monitoring the implementation of the legal aspects of these guidelines.

4.9 Legal provisions w.r.t role of NCPCR and SCPCR:

The provisions with regard to Monitoring a child's right to education, including the role as mentioned above in para 3.1 for NCPCR/SCPCR are given in Section 31 and 32 of the RTE Act, 2009 and also in the Section 13(1) of the Commissions for Protection of Child Rights (CPCR) Act, 2005. Section 109 of the Juvenile Justice Act, 2015 also entrusts NCPCR and SCPCRs with the responsibility of monitoring the Act, in addition to the functions assigned to them under the CPCR Act, 2005.Please see these provisions in chapter 3.

4.10 Responsibilities of School/School Managementin the accountability framework:

To ensure the effective implementation of safety and security measures in school and to ensure safety and security of each child in the school, the School/School Management shall have certain specific roles and responsibilities other than those mentioned in the aforementioned paragraphs, for which they shall be held accountable, which are as follows:

a. **Compliance with NCPCR manual for schools:** The School/School Management/Principal/Head of School should ensure compliance with the roles and responsibilities assigned to it under NCPCR's Manual on Safety and Security of Children in Schools and any other guidelines, as applicable. It shall also ensure analysis of the current safety and security measures within the schooling system and identify the gaps therein to undertake remediation. Periodic review of the compliance of this Manual shall be discussed in the PTA/PTM meetings.

b. **Compliance with NCPCR Guidelines for residential schools:** The School Management/Principal/Head of School of the schools with residential facility should ensure the implementation of NCPCR's Regulatory Guidelines for Hostels of Educational Institutions for Children. It shall also ensure analysis of the current safety and security measures within the schooling system and the residential system and identify the gaps therein to undertake remediation. In residential schools which do not have a PTA, the House Master/Warden/In-charge teacher for the hostel must be taken into confidence for any decision related to safety and security of students.

c. **Including safety components in SDP:** School Management/Principal/Head of School should conduct planning meeting at the beginning of every academic year to develop the School Safety and Security Plan. The 'School Safety and Security Plan' of Children should be included as one of the major components while preparing School Development Plan. The Safety and Security components of School Development Plan (SDP) may be shared with SMC members, PTA/PTM/student representatives for their feedback/suggestions.

d. **Meetings with SMC/PTA/PTM on school safety and security by School/School Management:** School/School Management/Principal/Head of Schoolshall also

conduct meetings with the SMC, teachers, PTA representatives and student representatives at least once in a quarter, forreviewing the implementation of the School Safety and Security Plan in the school. The minutes/decisions of the meeting shall be properly recorded and made available to the School Principal to be put on school's website and notice board so that it is available to every parent. The School/School Management/Principal/Head of Schoolshould also receive suggestions from parents on safety issues during these meetings and record the same in minutes for taking appropriate action.

e. **Periodic Safety inspection of school:** The School/School Management shall arrange to carry out thorough inspection of the school at least once in a quarter, during school hours. The School Inspection Report prepared by this inspection team and duly signed by the team should be uploaded on the school website fortransparency.This quarterly inspection of schools will look at the compliance of the School Safety and Security Plan, using the checklist provided in NCPCR's Manual or comprehensive checklist given at Annexure-III of this guidelines; NCPCR's Regulatory Guidelines for Hostels of Educational Institutions for Children in case of residential educational institutions; and other guidelines issued from time to time, and suggest appropriate measures.Appropriate actions to be taken by schools/school management regarding any gaps pointed out during this exercise.

f. **Safety Walk:** The School Management/SMC should designate members including Principal, teachers and parents, along with student representatives chosen randomly, as the School Safety Committee, to conduct 'Safety Walk' of the entire school premises, in order to ensure compliance of standard safety measures. 'Safety Walk' may be conducted onceevery quarter. The composition suggested for the School Safety Committee may be seen at Annexure-IV.

g. **Integrate learning about Safety as anactivityfor students:** Learning about safety of schoolsmay be integrated as an annuallearning and awareness exercise for students. The format suggested at Annexure-Vmay be considered in this regard.

h. **In-service training of teachers on their roles and responsibilities:** The School/School Management/Authoritiesshould organise periodic in-service training/orientation/sensitisation of the teachers on the roles and responsibilities defined in NCPCR's Manual on Safety and Security of Children in Schools. (Here Authorities refers to the District Education Officers (DEO), respective State/UT Education Department/respective SCERT/DIET). The school should use proper training modules and certification systems. In this regard, the states mayconsider issuing guidelines based on guidelines/modules/directions and prescribed mechanism issued by NCPCR/Authorities from time to time.

i. **Periodicity of in-service training:** The in-service training/orientation/sensitization of the teachers should be conducted at least once every three-years. In case of introduction of any new guidelines/laws/policies the orientation should be conducted immediately. All new staff should also be trained immediately on joining.

j. **Method of in-service training:** For training/orientation/sensitization of the teaching as well as non-teaching staff the schools may follow either/both of the following options:

- ✓ Through collaboration with DIETs for preparation of modules and/or conducting such training. (If required, DIETs may also take services of the NCPCR's empaneled agencies/organisations).
- ✓ Through the NCPCR's empaneled agencies/organisations.

k. **Display of School Safety and Security Plan:** Every school should prepare and display School Safety and Security Plan. The School Safety and Security Plan should be prepared by involving not only SMC/PTA, but also children of all grades, by making it an age-appropriate exercise in developing the competency of understanding the idea of personal safety, school community safety and security, and the roles and responsibilities of teachers, school management, peer groups and their own roles and responsibilities in ensuring the same. The display of the overall plan should be done creatively in a common area of the school, along with infographics and photo-graphics, etc. so that children of all grades understand it and management, teaching and non-teaching staff and parents also do. The school Plan can also have a sub-component of a Classroom Safety and Security Plan. Students can be involved in displaying the Classroom Safety and Security Plan in a creative manner.

l. **Role of individuals/school/school management under section 19 of POCSO Act:** All schools must constitute a Grievance Committee on Child Sexual Abuse (CSA) within a month of beginning of every academic year. The Committee and school staff should be oriented about their role under section 19 of POCSO Act, 2012. Section 19 of the Act states that any person, who has apprehension that an offence under this Act is likely to be committed or has knowledge that such an offence has been committed, shall provide such information to: a) the Special Juvenile Police Unit; or b) the local police.

m. **Punishment of individual/institution/school management for non-compliance of section 19 of POCSO Act:** There is individual as well as institutional (management) liability to report commission of an offence under Section 21 of POCSO Act, 2012 as may be seen below:

- ✓ Section 21 (a) states that - if any person, who fails to report the commission of an offence under sub-section (1) of section 19 or section 20 or who fails to record such offences under sub-section (2) of section 19 shall be punished with imprisonment of either description which may extend to six months or with fine or with both.

- ✓ Section 21 (b) states that - Any person, being in-charge of any company or an institution (by whatever name called) who fails to report the commission of an offence under sub-section (1) of section 19 in respect of a subordinate under his control, shall be punished with imprisonment for a term which may extend to one year and with fine.

  Therefore, in case of sexual offence against children in the school premises/school transport during school hours OR after OR before it, and the school management/individual fails to report the commission of an offence under sub-section (1) of section 19, action may be taken under POCSO Act, 2012 against school management/individual.

n. **Anti- Bullying Committee:** An Anti- Bullying Committee may be constituted in school, comprising of Vice-Principal, a Senior teacher, School Doctor/Nurse/Health worker, Counsellor, SMC/PTA representative, School Management representative, senior students etc. The decisions taken in Anti-Bullying Committee and Grievance Committee on Child Sexual Abuse (CSA) meetings should be discussed in the meeting of SMC/PTA. The school should, jointly with SMC/SM/PTM/PTA and student representatives develop bullying prevention programme and create awareness.

o. **Follow all directions from Appropriate Authorities:** The School/SMC/SM shall carry out any other functions as notified/prescribed by appropriate Government, Central Government, affiliating body, competent authority from time to time in relation to the safety and security of children in schools.

p. **School Safety Pledge:** Department of School Education and Literacy has circulated the School Safety Pledge to all States, Union Territories and Autonomous Bodies for being displayed on a board or painted on the wall in English/ Hindi or any other regional language approved by the State/ UT, at a prominent place in every school. The School Safety Pledge seeks to address the expectations of all stakeholders in the School for providing a safe and secure learning environment for children. It also has the contact numbers of some of the important stakeholders like Childline, State Counselling Helpline etc. The Sample of School Safety Pledge is at Annexure-VI.

q. **School Safety Week:** School Safety Week can be celebrated in the beginning of the session to take stock of all the arrangements related to safety and security of children in schools.

4.11 Responsibility of the State/UT government: State School Standards Authority (SSSA)

a. Para 8.5(c) of NEP provides for all schools – public or private – to follow certain minimal standards, including those on safety and security of children, by setting up a SSSA as follows:

i. To ensure that all schools follow certain minimal professional and quality standards, States/UTs will set up an independent,State-wide, body called the State School Standards Authority (SSSA).

ii. The SSSA will establish a minimal set of standards based on basic parameters - namely, safety, security, basic infrastructure, number of teachers across subjects and grades, financial probity, and sound processes of governance, which shall be followed by all schools. The dimensions on which information has to be self-disclosed, and the format of disclosure will be decided by the SSSA in accordance with global best practices for standard-setting for schools.

iii. The framework for these parameters will be created by the SCERT in consultation with various stakeholders, especially teachers and schools.

iv. Transparent public self-disclosure of all the basic regulatory information, as laid down by the SSSA, will be used extensively for public oversight and accountability.

v. This information will have to be made available and kept updated and accurate by all schools, on the aforementioned public website maintained by the SSSA and on the schools' websites.

vi. Any complaints or grievances from stakeholders or others arising out of the information placed in the public domain shall be adjudicated by the SSSA.

vii. Feedback from randomly selected students will be solicited online to ensure valuable input at regular intervals. Technology will be employed suitably to ensure efficiency and transparency in all work of the SSSA. This will bring down significantly the heavy load of regulatory mandates currently borne by schools.

b. The states/UTs are therefore expected to detail out the parameters for self-disclosure (including on safety and security of children), establish an IT based mechanism for online public self-disclosure, set up the SSSA, and empower it to adjudicate complaints and grievance arising out of the self-disclosure.

c. The SSSA may be undertaken by states/UTs on priority.

Chapter 5

Whole School Safety Approach

5.1 Whole School Safety: Concept

- Schools are generally seen as spaces where communities of learners are expected to develop in a safe and secure environment. School management, principal, teachers, other staff and students, all spend around 1/3 part of a day and around 220 days in a year in schools across the states/UTs in India.
- Therefore, if classes are held for six hours a day, 220 days a year,and a child is awake on an average for 16 hours a day, a child spends 22% of her waking time in a yearina day school.In a residential school on the other hand, a child spends 60% of their life during schooling years in the school.
- Schools are thus accountable for asubstantial chunk of the child's life, and thus have a hugeresponsibility to make the stay in schools of all children comfortable, joyful, secure and safe.
- Therefore, it is important for the school that everyone concerned with school education should understand his/her clear roles and responsibility towards school safety and security. This will lead them to take appropriate action, not only preventive but also developmental, so that risk of any kind of incident which harms students or staff will be eliminated. TheWhole School Approach (WSA) is based on a humanitarian and developmental approach integrating a collective sense of responsibility and accountability towards children in particular and society in general. Thus, involvement and participation of all stakeholders is the key to WSA.

5.2 Why the Whole School Safety Approach?

- Research shows that multi-component whole-school initiatives involving all the school community are more likely to reduce crimes, violence and bullying behaviours, than single-component programs, such as those involving only classroom curriculum or appointing counselors.
- A whole-school approach recognizes that all aspects of the school community can impact students' holistic development including health and wellbeing and that learning and wellbeing are inextricably linked.
- Given that children spend much of their first 15 years in a school environment, school is not only the focal point of children's academic development but also their social and emotional development, since it is where they make friends and develops healthy relationships.

5.3 Whole School Safety: Scope

- Safety and security are terms often used together to convey the same meaning; however, these need to be understood separately to further understand the essential steps to ensure

school safety and security as a holistic process.

- 'Safety' is understood as a protection against undesirable unintentional threatsor dangers, while 'Security' is understood as protection from undesirable intentional human behaviours or actions. A safe school environment is, therefore, one that protects against all dangers and creates an environment of harmony promoting the physical, socio-emotional and psychological well-being of all.
- The school environment can be understood as the total of all features of school that create the learning environment or effective learning spaces.
- School environment comprises the physical spaces, the norms, practices and culture and relationships that create the psychosocial environment and links the school activities in such a way that not only ensures safety and securitybut also effective and productive education and achievement of school goals.
- School's physical environment encompasses school buildings, school grounds and surroundings as well as service systems; the social environment includes the norms of behavior, the culture, the discipline, the relationships and the interactions; while the psychological environment encompasses the attitudes, feelings, values and behavioursmanifested and encouraged.
- All this put together forms the school climate and is reflected in the perceptions and the demonstrations of its members, positive interpersonal relationships, recognition of individuals' needs, success and even failures, support for and building of self-esteem in students and staff and health and well-being of entire school community.
- It needs the collaborative working of School Management (owners in case of private schools), PTA, SMC/SMDC (in case of government schools), principals, teachers and all school staff, as well as parents, students and the wider community.

- **A whole-school safety approach involves all parts of the school working together and being committed to taking measures to make the school environment free of crime and violence, bullying, trauma, anxiety, etc.**
- **It is also about developing a democratic, fear-free and positive school culture through redefining school beliefs and values, policies and norms of behaviour and ensuring collective accountability through coordinated efforts in such a way as to gradually lower the risk of violence and mental stress, etc.**
- **Schools which recognize the importance of a whole-school approach take care of not only physical infrastructure but also its formal classroom teaching and learning and many more aspects of the whole-school**

5.4 Implementation of Whole School Approach:

- Schools and educational authorities are expected to manage school safety appropriately not only to prevent physical accidents and incidents but also to create an environment that promotes whole school safety - consisting of physical, emotional and social well-being, both individually and collectively.
- The other important requirement is to develop a sense of ownership among students and staff that the place (school) they belong to is under their ownership, so they have to look after it. This sense is termed as territoriality. Carter and Carter (2001)[4] point out that the objectives of territoriality are mainly to increase a sense of pride and ownership felt by learners, educators and other school personnel and put others on alert that they are coming into a territory that is owned and cared for. It is about capitalizing on the specific strengths of the schools while working on the needs.

5.5 How will the Whole School Approach be implemented?

- Para 5.9 of the National Education Policy, 2020 also states that - Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be provided to all schools to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools.
- For implementing the whole school safety approach, following aspects of the school system need to be addressed with a mind-set of: (i.) understanding children' interest and (ii.) making their stay comfortable and safe in schoolincluding outdoor camps, sports activities, educational fairs and festivals etc.
- A whole-school approach is about developing positive ethos and culture of school safety and security– where everyone feels safe.
- It involves working with families and making sure that the whole school community is welcoming, inclusive and respectful.
- It means maximizing children's learning, providing them with a fear-free environment and conditions, including infrastructure, which promote mental and physical health and wellbeing across the school – through the curriculum, counseling support to students, teacher-student relationship, leadership and a commitment from everybody.
- Following paragraphs discuss various aspects of whole school safety approach more in detail. These are not exhaustive in nature; however, they may be considered as the minimum requirements.

[4]Carter, S.P. & Carter S.L. (2001). Planning safe schools. American School & University.

5.6 Infrastructure safety and signage:

a. Under the whole school approach, availability and maintenance of essential physical resources, is very crucial for making the physical environment of the school safe; mainly to prevent injuries and securing equipment aimed at securing the school.

b. While this is the responsibility of School Management/Principal to provide safe and comfortable infrastructure in school as per the norms already in place, however, school heads, teachers, other staff, students and even parents need to be oriented for critical observation of infrastructure facilities (entry, classrooms, laboratories, libraries, sports grounds, toilets, dispensary, (first aid arrangements), other secluded places and transport in schools, etc. and reporting if there is a need of additional facility or maintenance of the existing facility.

c. Further continuous supervision of every nook and corner in the school as well as access control, signage, etc. also come under the whole school safety. There should be child safety posters, POSCO E-Box details and Child helpline number on display in prominent locations of the school.

d. Section 19 of the RTE Act, 2009 lays down norms for school buildings in the schedule of the Act: (a) Schools should have at least one classroom for every teacher and one office cum store room cum Head's room (b) Barrier-free access (c) Separate toilet for boys and girls (d) Safe and adequate drinking water facility for all children (d) Kitchen where Mid-Day Meal is cooked (f) Playground (g) Arrangement for secure building with a boundary wall or fencing. These need to be complied by all schools.

e. Schools should conduct mock drills on emergency preparedness and disaster management for students and staff at least once a year.

f. Every school should prepare and display the School Safety Plan including a School Disaster Management Plan containing classroom wise disaster sub-plansas per the template provided by NDMA. The school and each classroom/room in the school must display the related disaster management plan, clearly showing exits, etc.

g. Every school/school management/state/UT shouldalso undertake/ensure the following:

   i. Display the School Safety Pledge at a prominent place in the school. Sample of School Safety Pledge is atAnnexure-VI.

   ii. Provide barrier-free infrastructural facilities and necessary equipment to differently-abled children as per state/UT policy.

   iii. Provide sufficient and safe drinking water.

   iv. Provide sufficient number of well-lit, airy toilets with proper fittings, with safe and secure access for boys and girls.

v. Ensure compliance with Building Codes.

vi. Make efforts to design more and more buildings with the provisions for efficient/renewable energy, such as, solar power, use of solar cookers and biogas.

vii. Provide boundary wall or a fence to mark the safe area.

viii. Ensure that the secluded/isolated areas are well lit and there is frequent invigilation of such areas.

ix. Regularly monitor communication systems in the school such as landline phones, safety alarms, etc. for their functionality.

x. To the extent and only if and wherever possible,CCTV cameras may be installed at the entry points, exit points and vulnerable locations in the School. Proper monitoring and storage of recordings in such cases must be ensured.

5.7 Residential Schools:

a. Schools should ensure minimum living space for each inmate to be approximately 40 sq. feet excluding kitchen, toilet and other common space.

b. Sufficient number of well-lit and airy bathrooms with proper fittings and safe and secure access;

c. Provision of functional sanitary napkin vending machines and incinerator in girl's hostels;

d. Wherever hostels have internet facility, internet security provisions for cyber-safe usage may be provided for.

e. There should be child safety posters, POSCO E-Box details and Child helpline number on display in prominent locations of the hostel.

f. Every hostel should have a warden/in-charge teacher who can devote time for interacting with students on a day-to-day basis concerning adolescence problems and other conflicting situations if any.

g. Warden/in-charge teacher/resident teacher and all other staff/workers working in or looking after a girls' hostel should all be females only.

h. Sensitization of other hostel staff- guards, caretaker, staff in the mess, etc. to be done regularly by the principal and concerned teacher on child and substance abuse.

5.8 Pre-School Centres (PSC):

a. PSC may be located on the ground floor, ensuring a child-friendly access.

b. Provision for a variety of activities like running, jumping, climbing, cycling, sand and water play, gardening etc. may be made by ensuring the safety of children.

5.9 Psycho-social safety:

a. Psychosocialsafety would entail providing a stress-free environment for conducive teaching learning in the classrooms, which promotes positive student-teacher relationships, violence prevention in schools and ensures socio-emotional development in students.

b. Unusual behaviors, continuous absence from classes or any other signs of stress or depression, if observed, may be brought to the notice of parentsfor follow up with the counselor at nearest Adolescent Friendly Health Clinics (AFHCs) / Health & Wellness Centers (HWCs).

c. Schools should make provision for strong action against teaching and non-teaching staff in case ofany involvement in or negligence of physical or sexual violence, bullying and/or corporal punishment, subjecting the child to physical or psychological harassment (Ref. Section 17 of the RTE Act 2009 &Protection of Children from Sexual Offences Act, 2012).

d. Schools should ensure inclusive practices and under no circumstances subject any child to discriminatory practices on the grounds of caste, creed, religion, disability and gender. (Ref. Section 8 and 9 (c) of the RTE Act, 2009).

e. Schools should be sensitive towards the confidentiality of all personal issues shared by students.

f. All the efforts, the humane qualities and other talents of the child should be appreciated rather than just emphasizing on scores to reduce exam-related stress and suicidal tendencies.

g. As recommended in NEP 2020, group counselling and guidance can be provided through an online, offline or blended mechanism. Students can also avail counselling through Manodarpan (https://mhrd.gov.in/covid-19/index.html) an initiative of MoE, which mobilizes psychosocial support for Mental Health and Well Being of Students during and post COVID outbreak. A National Toll-free Tele counselling helpline-8448440632 has also been developed under Manodarpan, which should be widely disseminated.

5.10 Health and Physical Safety:

a. Sports, Yoga and physical activities/exercises must be encouraged for each child in an age-appropriate manner. The importance of physical fitness in productivity of an individual must be explained grade appropriately to the child and the parents.

b. Every school should have a basic medicine/first aid kit and emergency medical care numbers including ambulance services on display.

c. Schools should conduct health check-ups at least once in a year and maintain health cards. The school health cards must be comprehensive covering both physical and psycho-social aspects of child development and also includechild's medical history, any serious ailment/allergy that child has, or other disability issues.

d. Schools should follow Central/State Govt. notifications/circulars/SOPs on Health and Physical Safety issued from time to time.

e. Mid-day meal served should be as per the guidelines[5] on calorific value, Food Safety and Hygiene.

f. Schools should sensitize studentsand parents on important health issues such as role of nutrition in physical and mental growth, nutritious alternatives to junk food, the importance of a balanced diet, etc., and its impact on child behavior and learning.

5.11 Cyber Safety:

a. Computer Education is an integral part of the modern-day education. The COVID-19 pandemic has given further impetus to leveraging technology for education through online platforms, TV, radio, podcasts, etc. This entails internet access to students at a very young age, which further warrants ensuring that the children are made aware about safe use of internet and other aspects of cyber safety, including cyber bullying. Further schools should also ensure the following as given at serial numbers 5.5.1(e)to 5.5.1(p).

b. Every school should have a clear mandateon access to, usage of internet and its security checks, while the child is within the school premises. (http://cbseacademic.nic.in /web_material/Manuals/Cyber_Safety_Manual.pdf)

c. Schools should follow the advisories issued by Ministry of Electronics & IT (MeitY) from time to time e.g., National Cyber Security Policy (2013) of MeitY (https:// www.meity.gov.in/writereaddata/files/gazette_NCSP_2013.pdf)

d. Awareness of mental health and behavioral aspects of cyber safety along with cautious use of internet by students should be encouraged.

e. NCERT and UNESCO have jointly developed guidelines on cyberbullying and internet safety, "Safe Online Learning in Times of COVID-19", which may be used for such orientation of students on Do's and Don'ts and the consequences of engaging in cyber bullying and violence. (available at https://ncert.nic.in/pdf/announcement /Safetolearn_English.pdf).

f. Awareness may be generated about POCSO e-box and Childline for reporting concerns relating to physical and cyber safety of students. These may be placed on the school website and home page of the devices being used in schools as well.

[5]http://mdm.nic.in/mdm_website/Files/Guidelines/2015/Guidelines%20_Food%20Safety%20and%20Hygiene.pdf

5.12 Curriculum:

Curriculum encompasses pedagogy, syllabi, textbooks, all educational activities, assessment and many other activities in which children participate for their holistic development.

a. It is the responsibility of Principals/School Heads and teachers to carefully analyze syllabi and textbooks selected by the school (in case school is not following textbooks prescribed by NCERT/SCERTs) on the following parameters:

   i. it should not promote any kind of discrimination based on caste, class, religion, gender, ethnicity, language, etc.

   ii. it should promote sensitivity towards environmental protection, gender parity, inclusion, ethical behaviour, etc.

   iii. it should promote healthy habits of eating, cleanliness and sanitation, reading, working together, helping each other, collaboration in place of competition, etc.

b. In case school selects books not prescribed by NCERT/SCERT or those not prescribed by concerned Secondary School Examination Board, the School shall put up a list of books prescribed/selected by iton its website and notice board. It will also put up a written declaration on its website, jointly signed by the Manager and the Principal in private schools, and by the Principal or Head of school in government schools, to the effect that the school owns the responsibility of having thoroughly checked and having gone through the contents of the books prescribed by the school with respect to ensuring the parameters mentioned at para 5.12 (a) above.

c. Further, the routine of the school must include enough space for dialogue, reflection and discussion on school safety, on-road safety, healthy and nutritious food, adolescence issues, - i.e., in the morning assembly, mid-day mealtime, sports ground, during the classes, etc. Space should also be created in the school schedule for the training and drills to address disaster management.

5.13 Teaching-learning Processes:

a. Classroom teaching-learning needs to be done in a learner-friendly environment, where no student should feel that he or she is not respected by the teacher or peer on the grounds of language, socio-economic background, caste, creed, gender, abilities, etc.

b. Group work, collaborative learning, project work, etc. need to be made regular features of the classroom to move away from rote methods and bringing in learners' experiences.

c. Teachers also need to have discussions (formal and informal) with students about school safety, any emotional disturbance they are going through, any problem of peer, they have come across, etc.

5.14 Assessment and Examination:

a. Assessment and examination in schools must be non-threatening.

b. Students' assessment needs to be seen as a process of appreciating what they have learnt and bringing further improvement in learning, rather than a process which criticizes students for what they have not learnt.

c. Moreover, all the assessments and examinations at the school level need to focus not only on cognitive learning but also on psychomotor and emotional learning.

d. This also has implications for report cards. Report cards need to be transformed to focus more on student's strengths rather than on weaknesses. It needs to start with quantitative statements on psychomotor and emotional learning of students and come to academic aspects further making linkage among all other aspects. Para 4.35 of the NEP 2020 states that – "The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. The holistic progress card will form an important link between home and school and will be accompanied by parent-teacher meetings in order to actively involve parents in their children's holistic education and development. The progress card would also provide teachers and parents with valuable information on how to support each student in and out of the classroom." All states/UTs and all schools will ensure moving towards this holistic system of giving feedback to each child.

5.15 Parent-Teacher Interaction:

a. Since parents and teachers both own a major share of the development of a child's personality, both should curb their tendency of criticizing children on any ground –whether cognitive, affective or psychomotor.

b. Both need to start their interactions by appreciating the strengths of the children. Both parents and teachers need to work together to bring improvements in the weaknesses they have observed.

5.16 Principal-Staff Interactions:

a. There should be regular interaction among Principal, teachers and staff on the issues related to school safety and security.

b. Principals need to carefully examine the report from every teacher and staff about any problem related to infrastructure safety/students' safety/emotional/etc. aspects or medical facility in the school.

c. The Principal should share the infrastructure related report with SMC/SMDC/local administration (in case of government schools) or School Management (in case of Private schools) and take immediate action on the essential points without any negligence.

5.17 Training of School Personnel:

a. It will be the responsibility of School Principals/Heads and Management to ensure that teachers and other school staff are trained on the whole school approach to safety and integration of safety and security aspects in education. They should be well aware of all legal provisions in this regard too.

b. Teachers should also be trained to address unseen situations under different disaster conditions and keep the children safe.

c. Training of all general teachers on dealing with emotional aspects of children must also be arranged to provide essential counseling to children. However, it is advisable to also have a regular qualified counselor in school.

5.18 School preparedness for disaster:

a. Every school must have its own school disaster management plan.

b. The plan must identify the first responders and lay down their roles and responsibilities, along with the roles and responsibilities of all concerned stakeholders. The first responders may be given requisite training.

c. The inventory of school resources available for responding to a disaster must be listed.

d. The school disaster plan must be disseminated to all concerned.

e. Utilize the opportunities provided by social media and mobile technologies for dissemination.

f. Drills must be conducted in school to familiarize all to this plan and the plan must be updated frequently.

g. The CBSE Teachers Handbook at pages 191-198 and CBSE Principal's Handbook at pages 136-144 give in great detail how planning and capacity building can be done for disaster preparedness and management. These resources may also be utilized.

(Links: http://cbseacademic.nic.in/web_material/Manuals/Handbook_for_Teachers.pdfand

http://cbseacademic.nic.in/web_material/Manuals/Principals_Handbook.pdf)

5.19 Other Recommendations for schools to comply:

a. Every child in the school should have an identity card on her person that displays the child's photo, name, class in which the child is studying, school name, parent name and mobile number, residential address, blood group, etc., on it.

b. Children and teachers should ensure the identity cards are being worn by the students during school hours and on their way to and from school.

c. Every school should maintain an updated contact details list of parents/guardian for every student of the school.

d. Schools can consider establishing Youth Clubs and/or Topic Circles as a platform for strengthening self-esteem, confidence and empowerment amongst students.

e. Life skill-based education for students across all levels in schools may be taken up (integration in the curriculum as also stand-alone enhancement programmes).

f. Schools should have a recruitment and verification procedure for all teaching and non-teaching staff including contractual employees.

g. Parent Teacher Meetings should always start with discussion on unique things about the Child.

h. All vehicles used by children fortransportation to and from the school should have a fitness certificate and the school's name, address and telephone number should be prominently displayed on these vehicles.

i. Parents may be encouraged to use school buses rather than private vans, if found economically equally or more viable. Schools should also ensure adequate and regular maintenance of school vehicles.

9-month Diploma in School Counselling

SCERT Nagaland has introduced a 9-month Diploma course in School Counselling has been designed and introduced from 2018 with the primary objective to train teachers in theory and practice of School Counselling so as to ensure that every school has at least one male one female School Counsellor.

j. There should be a responsible staff member assigned to be in the school bus/vehicle to make a safe arrangement for transporting, boarding and deboarding of children to and from the school bus.

5.20 Developing Safe and Secure Schools: System Functionaries at State, District level and at school management level:

a. Constitution of a School Management Committee (SMC) in case of a Government School, as per Section 21 of the RTE Act 2009.

b. As per section 21 of the RTE Act, 2009, private schools are exempted from formulating SMCs. The private schools defined under section 2 (n) (iv) of the RTE Act, 2009 should have a Parent Teachers Association; meetings of which should be held regularly.

c. Pre-School Centres (PSCs) should preferably be in the same premises of the primary school or it should be close to or adjacent to a primary school.

d. Information about NCPCR online helpline, as stated in Rule 26 of the RTE Rules, 2009, to register complaints regarding violation of rights of the child under the Act, must be disseminated to all students and all parents.

> The National Commission for Protection of Child Rights (NCPCR) has a dedicated/ transparent Online Complaint System, e baalnidaan (http://www.ebaalnidan.nic.in/), to ensure timely/speedy redressal of complaints of various violations and deprivation of child rights. Further, NCPCR has launched POCSO e-Box (https://www.ncpcr.gov.in/index2.php) for easy and direct reporting of sexual offences against children as well as timely action against the offenders under the POCSO Act, 2012.

e. The school premises should be used only for education and SamajikChetna Kendra activities following proper guidelines/SOPs to be issued by state/UT government in this regard.

f. Funding provision should be made by private school management/state governments for conforming to the provisions of the guidelines for safe and secure schools.

g. Capacity building of Teacher Educators from SCERTs, DIETs, IASEs, CTEs, etc., must be undertaken on different issues related to safety and security.

h. Capacity building of Principal, Teachers and other Administrative staff must be undertaken on different issues related to safety and security through SCERTs, DIETs or NCPCR.

i. The UDISE+ and Performance Grading Index of MoE will include parameters on school safety and security for effective implementation and follow up of the Guideline.

j. For Central Board of Secondary Education and other School Boards and School Affiliating Agencies:

i. School Affiliation bye-laws need to be revised incorporating safety measures for schools and hostels keeping in view the whole school safety approach and also the existing acts, policies and guidelines of appropriate authority.

ii. Reformulated bye-laws need to be disseminated to all the affiliated schools for compliance in stipulated time decided by the concerned board or agency.

5.21 System Functionaries at State and District level: Disaster Management

a. The State Governments have the basic mandate for management of disasters and executiveactions are taken at the district level with the District Collector playing a pivotal role. Implementation of the National Disaster Management Guidelines[6] on School Safety

[6]NDMA guidelines, February, 2016

Policy must be ensured by the State and UT Governments and the Private Management Schools under supervision and monitoring at District level.

b. Compiled quarterly reports should be submitted by the State to NDMA and Department of School Education and Literacy within one month after the end of the quarter.

c. In case of emergencies, the guidelines/advisories/SOP issued by Ministry of Education; Ministry of Health & Family Welfare; Ministry of Home Affairs; and/or other concerned Authority should be followed.

d. For building construction/development works states/UTs to ensure use of Vulnerability Atlas for reducing the vulnerability in the given area and Tenders may reflect the same, wherever required. The Vulnerability Atlas created by Building Materials and Technology Promotion Council (BMTPC) was updated in 2019. This atlas gives the latest information regarding vulnerability of housingstock to earthquakes, cyclones; floods, landslides and thunderstorms.

5.22 COVID-19:

a. The COVID-19 pandemic has caused an unprecedented public health emergency, affecting almost all countries and territories globally since early 2020. The only effective and preventive measure for this disease as suggested by the health ministry is wearing of face mask, hand hygiene and social distancing.

b. All schoolsmust follow guidelines issued by the Ministry of Health, Ministry of Education and the State/UT administration, from time-to-time, in this regard.

c. The World Health Organization (WHO) has also developed a document on Mental Health and psychosocial considerations during the COVID-19 outbreak to help deal with the stress generated due to the pandemic (https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf).

COVID-19 related health and Safety SOP/ Guidelines for school re-opening

After issue of MHA guidelines for unlock-5, on 5th October, 2020, MoE has issued detailed SOP/guidelines regarding health and safety precautions for reopening of schools. Part I refers to the health and safety aspects for reopening schools. These are based on the prevailing instructions of Ministry of Home Affairs, Ministry of Health and Family Welfare and Ministry of Education with regard to health and safety protocols, and are to be implemented by adopting/adapting in accordance with the local situation in all states/UTs. The guidelines can be accessed at:

(https://www.mhrd.gov.in/sites/upload_files/mhrd/files/SOP_Guidelines_for_reopening_schools.pdf)

WHOLE SCHOOL APPROACH
Example - for Safety and Psychosocial Wellbeing

Availability & Maintenance of Physical Infrastructure

- As per the guidelines issued by NDMA and allied agencies on the availability of and maintenance of physical infrastructure

Promoting Conducive Environment in school for Psychosocial Wellbeing

- Stress and trauma free school environment (as per RTE Act 2009)
- Exercise/Play/Yoga (Spiritual Wellbeing)
- Balance Diet /Nutrition
- First Aid and CPR training
- Equipped Medical aid
- Basic Health Education
- Awareness of Child Rights & Protection
- Prevention of Physical, Emotional and Sexual Abuse
- POCSO Act Orientation and Implementation

Building Relationships with all Stakeholders for identification, and early Intervention

- Promotion of effective Family-School Partnership
- Forming Peer Educators Network (PER)
- Early Identification of Common emotional and behavioral problems
- Holistic support of Special Needs Children
- Well defined Roles and responsibility of class teachers, counselors, special educator, etc.

Advocacy and Capacity Building

- Principals & Management Personnel
- Teachers (Ambassadors & Representatives)
- Conservancy Staff (Non- teaching staff)
- Parents/ Families
- Students (Peer educators/ Representative)

* Poster, AV, charts and handout need to be developed and maintained along with videos and short films for promotion and intervention.

Chapter 6

Whole School Safety Approach: Roles and responsibilities of stakeholders

This chapter presents guidelines, roles and actions to be taken on the part of school management, teachers, other school functionaries, community members and parents for implementing the whole-school approach of safety and security of children in school.

While safety and security of the child is the prime focus, the guidelines emphasize only on concerning safety issues that are either school-basedor are related to school transportation or related to outside visits organized by the school. Monitoring violence outside school hours/premises can however not be addressed. Therefore, school safety should not be misinterpreted as moral policing.

Following paragraphs lay down the actionable roles and responsibilities of all major stakeholders who are responsible for the effective functioning of the whole school safety approach, including the provisions already mentioned in chapter 4 and 5.

6.1 Roles and responsibilities of School/School Management in Whole School Safety:

a. In case of occurrence of any untoward incidents e.g., physical or sexual violence, bullying, injury, etc., the school management should report to the concerned authoritiesand immediately take necessary action and also corrective measures so that the incident should not get repeated.

b. In view of the present COVID-19 situation, equipment and material such as thermal scanners, masks, sanitizers, etc., may be made available in school. Social distancing norms have to be followed with strict compliance till the COVID-19 situation normalizes.

c. The School Management should ensure safety of physical infrastructure of the school, including:

   i. Emergency maintenance i.e., repair or replacement of facility components or equipment requiring immediate attention such as school building- roof, windows; emergency alarm; communication system; potable drinking water systems;electrification system, etc.

   ii. Routine maintenance, which includes repair, replacement and general upkeep of the grounds and buildings.

   iii. Preventive maintenance, which is the scheduled maintenance of equipment installed in schoolsso as to ensure that equipment is always in working order and provides safety.

d. Informing competent local authorities and taking necessary action in case of sale of tobacco or any other intoxicating substances is noticed within 100 yards of the school premises.

e. Ensure that quarterly inspections are conducted following the checklist given in NCPCR's Manual on Safety and Security of Children in Schools onindicators for day and boarding

schools and/or comprehensive checklist given at Annexure-IIIof this guideline and upload the reports on the school's website regularly.

f. At the beginning of the session, School/School Management should:

   i. Conduct meeting for the development of a School Safety Plan.

   ii. Ensure the constitution of the School Safety Committee (SSC) within one month.

g. Regular conduct of disaster related mock drills in collaboration with experts from NDMA/NDRF/Fire stations/local appropriate authorities.

h. Ensure maintenance of health cards, basic medicine, first-aid kits and regular check-ups.

i. Declare and monitor School as Corporal Punishment Free School and Zero Tolerance to Student's Abuse and Bullying.

j. Developing a system wherein students can drop their complaints or share observations or ask questions with regard to child abuse, drug use, anxiety, curiosity (Complaint/Help Box). It is the role of the Principal to address or arrange to address each of these complaints to ensure safety and security.

k. No hawkers should be allowed inside the school. However, being vigilant about the presence of shopkeepers in the school premises, if any.

l. Set norms for maintaining regular hygiene (both personal and school hygiene) and sanitization routines.

m. School/School Management should ensure the orientation cum training of Principal, Teachers, Staff, Students and Council members on essential drills related to fire, earthquake, first-aid and acts such as POCSO, Cyber Security, etc.

n. While government schools in some of the states such as Assam, Goa, Delhi, etc. do follow Code of Conduct under the State Education Act, management of private schools need to come out with code of conduct for the members of the management board, PTA, school principal, teachers and students based on the code of conduct already formulated by these States. Code of conduct formulated by KendriyaVidyalayaSangathancan also be seen in this context.

6.2 Roles and responsibilities of Principal/ School Heads:

a. Orient all teachers and students at the beginning of the session regarding the school safety plan using the morning assembly platform.

b. Regular meeting with teachers and members of the School Safety Committee to discuss issues related to school safety and security and decide appropriate actions.

c. Ensure display of the School Safety and Disaster Evacuation plan at prominent places in the school.

d. Regular health check-ups to be conducted in school and teachers to beinstructed to maintain health cards.

e. Orienting teachers, parents and students on the purpose and process of conducting Parent-Teacher Meetings and its impact on all-rounddevelopment.

f. Sensitizing parents and teachers on releasing child's stress and anxiety by focusing on uniqueness, strengths, his/her coping strategies, attitudes and values along with the academic areas of improvement and making PTMs as Child-Parent-Teacher-Dialogue (CPTD).

g. In case of a complaint against a teacher or other staff of the school, conduct a discreet enquiry to protect the identity of the victim/complainant.

h. Equipping the school with basic supplements and medicines.

i. Daily monitoring ofmaintenance of sanitation and hygiene particularly in washrooms and drinking water areas, and generally in the entire school premises, including classrooms/canteens/laboratories/libraries/etc.

j. Identifying students with positive leadership qualities and making them part of the Anti-Bullying Task Force or the School Safety Committee to act as peer counselors and educators to develop a bullying and violence-free school campus.

6.3 Roles and responsibilities of Teachers:

a. Supporting the Principal in gently orienting students towards the safety and securityin general.

b. Teachers should also help set classroom norms and standards that support child safety and security.

c. Collaboratively develop (with students) healthy classroom norms and conduct of behavior which ensures a safe and secure classroom environment.

d. Encourage the habit of inquiry and sharing through placing of 'Question box'/ 'Opinion box' and addressing regularly the curiosity and problems of all children.

e. Conduct relaxation exercises such as mindful breathing/yoga either in assembly or in between different periods to improve concentration and reduce stress.

f. Being sensitive in the use of language and refrain from passing judgment on child behaviors to nurture positive attitudes and relationships amongst and with children.

g. Being vigilant and observant about unusual behaviors and signs of stress or depression in students and informing and holding discussions with parents accordingly.

h. Highlight the strengths of every child not just within the classroom but also in the PTMs so as to promote self-esteem and confidence. Appreciate efforts more than the scores to

reduce the exam-related stress which is increasingly affecting the child and parent psyche.

i. Engage in inquiry and dialogue in classrooms around challenging stereotypes among students with regards to gender, caste, class, ethnicity, language, etc.

6.4 Roles and Responsibilities of the Parents:

a. Developing a friendly relationship with the child so as to have hesitation/fear-free dialogues.

b. Connecting with schools and school related activities so as to develop a symbiotic relationship.

c. Regularly attending the Parent Teacher Meetings and PTA meetings (in case of membership).

d. Following guidelines circulated by the school from time to time on child safety and security.

e. Ensure that their wards leave for schools with masks and sanitizers and are following the safe distance and hygiene norms during school hours.

6.5 Roles and Responsibilities of Warden:

a. Creating a friendly and trustworthy environment in the hostel and regularly interacting with students.

b. Implementing rules and code of conduct (provided by the school authority) including timings for various activities.

c. Building the capacity of other hostel staff (canteen staff, cleaners, caretakers) on various aspects of safety and security.

d. Wardens/ Caretakers and House master/Assistant Housemasters to take the onus and responsibility of work assigned in context of safety and emotional well-being of students.

e. Maintaining Diary with updated phone numbers of School Principal and staff, teachers, school bus drivers, parents of students, etc.

6.6 Roles and Responsibilities of a Counsellor:

a. Building strong rapport and trust with all students to encourage fear-free interaction and dialogue.

b. The Counselor should ensure confidentiality of all personal issues shared by students in confidence.

c. Being vigilant about unusual behaviors and intervening to give professional help.

d. Counselors along with HMs, AHMs, teachers, wardens, should facilitate students to build personal connectivity/bond with each other, understanding their views and helping them

to clear their confusions and cope with their challenges by realizing their strengths and building resilience.

e. To support holistic development of the students by empowering them with psycho-social competencies, instilling responsible behavior and inculcating skills for help seeking so as to ensure their preventive, curative and developmental needs and a safe and healthy childhood.

6.7 Roles and Responsibilities of Students:

a. Every student needs to follow the guidelines on the safety and security issued by the school principal and teachers, from time to time.

b. In case, students observe tobacco/drug/related substances supply activities outside the school premise or inside the premise, they may intimate the school authorities through the Complaint Box.

c. Senior Students may discuss various issues like bullying and sexual harassment with other younger students under guidance of teachers.

d. Act as peer support or peer educator for other students, wherever possible.

e. Stay physically active.

f. Not hesitate to seek support from teachers/Counsellors/parents when required.

6.8 Roles and Responsibilities of Non-teaching Staff:

a. Every staff is a stakeholder in protection of child rights and safety.

b. Non-teaching staff to ensure that they are well informed on all aspects of safety and security of students and comply with all aspects.

c. Being observant to their Inter-personal relationships, disposition towards students and staff, temperament, effective communication, conflict management, risky behaviors, knowledge, and awareness of Child rights and safety etc.

d. Be vigilant about infrastructure safety.

e. Inform school head of untoward behaviour by any stakeholder in the system.

6.9 Roles and Responsibility of School Nurses/Health Workers/Visiting medical personnel:

a. Monitoring and Supervision through regular visits in the school.

b. Nurses/Visiting Doctors/Health workersassociated with the school can provide education on important health issues such as sanitation, hygiene including menstrual hygiene, substance misuse, mental healthand healthy nutrition (alternatives to junk food, importance of a balanced diet etc.) to the canteen supervisors, students and

stakeholders.

c. Nurses/Visiting Doctors/Health Workersassociated with the school along with Physical Education Teachers may promote Yoga and practice of Meditation.

d. Nurses/ Visiting Doctors/Health Workersassociated with the school along with Physical Education Teacher to promote FIT India Campaign by organizing intra class activities.

e. Nurses/Visiting Doctors/Health Workersassociated with the school toparticipate in annual health check-up of 100% students and maintaining the records of past medical history for all students and staff.

Chapter 7

Developing a Safe and Secure Society: Multi-sectoral Approach

It is not only schools, but also homes and society; not only Ministry of Education, but also other ministries and departments that need to share the responsibility of developing safe and secure society in which the school functions. This chapter presents recommendations for the departments and ministries other than School Education.

In January, 2019 a state-wide ban on PUBG was issued across primary schools in Gujarat owing to children's studies being adversely affected. Even in the colleges of Mumbai, the users of Wi-Fi network have been restricted from accessing PUBG game. The National Commission for Protection of Child Rights also recommended barring the game for its violent nature. PUBG has now been banned in India.

7.1 Law and Justice:

a. Speedy adjudication and enforcement of Laws that prohibits all forms of violence against children including corporal punishment, sexual abuse, exploitation of children, physical violence and bullying, etc.

b. Speedy adjudication and enforcement of laws relating to harmful substances/products, such as cigarettes, e-cigarettes, alcohol, firearms, narcotics, etc.

c. Incorporate changes in existing laws to include bullying and cyber bullying, sexting, addictive and violent internet video games and exposure to inappropriate content on internet as legal offence.

d. Spread awareness about the laws/acts, provisions for support and consequences for contributing to school-based violence amongst teachers, students and parents/families in collaboration with other related ministries.

7.2 Women and Child Development:

a. Providing specialized help and support for families at risk of violence.

b. Proactively providing support to victims of sexual abuse or violence cases in schools.

c. Conduct of awareness and sensitization programme, preparing e-modules and disseminating on sexual abuse and violence, parenting, nutrition, safety of girl child, etc. Manual on Safety and Security of Children in Schools onindicators for day and boarding

The Ministry of WCD is implementing a Centrally Sponsored Scheme, "Child Protection Services", under the umbrella scheme of Integrated Child Development Scheme, to provide Institutional and Non-institutional safety net for vulnerable children as envisaged under the JJ Act. The scheme supports 24x7 outreach helpline service for children in distress. This service is available through a dedicated toll-free number, 1098, which can be accessed by children in crisis or by adults on their behalf from any place in the geographical location of India. Currently, CHILDLINE service is functional in 579 locations while Child Help Desk (CHD) has been set up at 130 major Railway Stations.

7.3 Electronics and Information Technology:

a. Surveillance and censoring of different Apps, Gaming Sites and Digital Serials and Movies for monitoring offensive and vulgar content encouraging physical or sexual violence and abuse.

b. Formulating cyber security policies appropriate for school and college going children.

c. Organize awareness programmes with Experts/Law Enforcement Officers to explain the dangers and Implications of flouting the Law.

7.4 Health and Family Welfare:

a. Conduct health safety, fitness and nutrition awareness camps in schools and towns at least once in a year.

b. Integrate prevention of violence against young children in routine health delivery; engage with adolescent girls and boys; strengthen referral services.

c. Plan T3 (Test, Treat, Talk) camps on Anemia Mukt Bharat (AMB) campaign.

d. Conduct training programmes for school staff in general first aid and CPR.

e. Ensuring free medicines, supplements and regular health check-up in schools through RBSKs (RashtriyaBalSwasthyaKaryakram initiated by the Ministry).

f. Visits of ASHA and counsellors from AFHCs/HWCs to local schools for awareness generation and general interaction with parents.

Accredited Social Health Activist (ASHA)

The ASHA programme has been in place since 2005 as a part of the National Rural Health Mission, which in 2013 became National Health Mission by adding Urban areas as well. Roles of ASHAs includes: facilitating the community to seek care from public health system, act as an activist to create awareness on entitlements and services within the health systems and act as community level care provider for basic ailments. ASHA are volunteers selected from within the community and get remuneration based on the financial and non-financial incentives as per the tasks performed. She has helped built trust in the public health systems. The total numbers of ASHAs (Rural & Urban) are 9.85 lakh as per NHM MIS report dated 31st December, 2020.

7.5 Home Affairs:

a. Implementation and enforcement of Laws that prohibits all forms of violence against children including corporal punishment, sexual abuse, exploitation of children, physical violence and bullying, etc.

b. Implementation and enforcement of laws that limit access of students to harmful products, such as cigarettes, e-cigarettes, alcohol, firearms, narcotics, substance abuse, etc.

c. Sensitization and orientation programmes for police personnel on approaches to deal with cases of abuse against women and children.

d. Administrators, teachers and students must be trained on self-defence practices as a part of community policing.

e. Developing an easy and child sensitive approach of enquiry in case of occurrence of child abuse to encourage children and youths to report crime.

f. Developing collaborative training programs with schools within local jurisdiction about legal provisions and support against any kind of abuse and about the process of reporting. This can also be taken up as a part of community policing.

7.6 Information and Broadcasting:

a. Censoring of advertisements, tele-serials and cinema content promoting any kind of discriminatory practices and provoking physical and sexual violence and/or abuse.

b. Running active media campaigns for generating momentum in the country/society around Safety and Security of children.

c. Creating special social media/media campaigns through its Media Unitsabout acts related to child's safety and security strictly, not only in schools but also in the entire society.

7.7 Panchayati Raj:

a. Local governance in rural areas can play an important role in linking parents and communitieswith ICDS, health, education and child protection services.

b. Dissemination of all children related services with high levels of coverage.

c. Play the role of a nodal agency in rural areas in ensuring universal access to child-related services; strengthen linkages between them to ensure children's and women's safety; work on campaigns to change social norms around the use of violence, and strengthen institutions of care and justice.

d. Critically look at the possibility of convergence of schemes and allocation of funds to schools for improvement of infrastructure, providing barrier free accessand ensuring safety and security of children.

7.8 Urban Development:

a. Local governance in urban centers can play an important role in linking parents and communitieswith ICDS, health, education and child protection services.

b. Dissemination of all children related services with high levels of coverage.

c. Play the role of a nodal agency in urban areas in ensuring universal access to child-related services; strengthen linkages between them to ensure children's and women's safety; work on campaigns to change social norms around the use of violence, and strengthen institutions of care and justice.

d. Critically look at the possibility of convergence of schemes and allocation of funds to schools for ensuring safety and security of children.

7.9 Higher Education

a. Even though majority of the students in Higher Education institutions are adults, it is the duty of the Institution to have a Campus Safety and Security Plan in place that is available on the public domain.

b. The Plan must include safety assessment by students.

c. Departments of Higher Education to ensure that such Plans are made and implemented by all Higher Education Institutions (HEI) in accordance with prevailing laws.

d. All HEIs to undertake short (2-3 hours) modules on personal and campus safety for all its students.

7.10 Social Justice and Empowerment

a. Making schools aware of the special safety concerns of children with disabilities.

b. Making schoolsaware about any special provisions for the protection and safety of these children.

c. Conduct awareness programmes for teachers, parents and students on the harmful effects of drugs, impact of doping on budding athletes and also about counseling and rehabilitation of drug addicts.

d. Provide safe transportation facilities to schools for children belonging to tribal belt and rural remote areas with adequate monitoring.

7.11 Labour and Employment

a. Conduct awareness programmes for parents and teachers to protect small children from child labour.

b. In case there are school going children above the age of 16 years supporting their parents by working at different places, then such students and their parents must be aware of the provisions related to their safety and security.

7.12 Sports, Youth and Cultural Affairs

a. Create awareness in schools about safety provisions for children participating in state, national and international level events.

b. Ensure medical facilities to deal with sports injuries are available nearby the schools.

7.13 Skill Development and Entrepreneurship

a. Creating awareness in schools about the safety concerns while dealing with various vocational courses- job roles-in which field visit, experience in industry, etc. are required.

b. Ensure that job roles approved for schools must not have the use of heavy machines or dangerous chemicals.

7.14 Drinking Water and Sanitation

a. Ensure supply of Safe piped drinking water to schools.

b. Create awareness among adolescent girls in schools about Menstrual Hygiene and Safe disposal of Menstrual Waste.

c. Undertake Swachchata drives and related competitions.

d. Develop and provide engaging educational material to create awareness amongst students.

Chapter 8

Implementation Plan

8.1 DRISHTI:

a. An overall implementation plan for making schools safe and secure 'DRISHTI' (acronym stands for Dissemination, Roll-out, Interventions, Support, Handholding, Tracking, Incentivizing) has been worked out with seven basic steps as follows:

i. Dissemination

- These guidelines need to be disseminated to all the concerned officials in mentioned sectors including Education Secretaries in all the states/UTs by the MoE, relevant boards of education, the state training agencies like SCERTs and DIETs with a request to guide officials and institutions including schools, to take actions in the line of suggestions given in the guidelines.

ii. Roll Out

- These guidelines need to be made available to every government and government-aided school by the SCERT/Department of Education.
- These guidelines need to be made available to schools under all managements including government, aided, private, schools under KVS and NVS as also other residential schools like Ashram schools, Eklavya Model schools and Sainik Schools respectively.
- Along withit, schools should draw flexibility in using contextual approaches in the implementation and roll-out of the guidelines to ensure need-based interventions.

iii. Interventions

- Capacity Building of Resource Group members, teachers under all kinds of schools, school leaders and faculty from SCERTs/ DIETs on school safety and security norms, guidelines and provisions.
- Designing and developing need-based interventions through a multi-tier system for prevention, promotion of wellness, professional treatment etc.

iv. Support

- Support through the development of material and modules, online training material for building competencies in basic counseling skills as also in enhancing life skills and ensuring a healthy school climate.

v. Handholding

- Hand holding of each of the schools, whether affiliated to CBSE or state boards, to be done by state/UT governments through SCERTs and DIETs in collaboration with DEOs, BEOs, and through a network of school clusters not only for the implementation of guidelines but also for sharing of training resources, guiding

awareness programmes and safety drills, walks and external monitoring of safety norms.

vi. Tracking

- The UDISE+ includes components on School Safety and Security; with few additional items, it would be ready for online tracking of the status of school safety and security across the country with annual Safety Inspection Reports being uploaded by every school.
- DEOs and BEOs may track safety and security measures in schools during their routine or surprise visits.
- In case of gaps in school security and safety at the school level, Principal of the School may be informed immediately for taking necessary action. If the gap is due to funding or state initiative, the state authorities may accordingly be informed by the respective DEOs/BEOs concerned.

vii. Incentivizing

- Schools which have gone beyond the prescribed norms in conducting regular Safety Inspectionat their level and during visits are found to have harmonious school climate could be appreciated through a letter from the DEO/ Collector/ Secretary, School Education and schools may be given positive titles like SAJAG (Alert) Schools, SAMVEDANSHEEL (sensitive) schools and/or AATMIYA (Harmonious) schools (suggestive only). They may be issued a certificate for the same under SamagraShiksha by the state authorities or by concerned school boards to which the schools are affiliated.

Making Schools Safe and Secure: Guidelines for Implementation

Assess → Develop → Implement → Monitoring → Modify

School Safety and Security - Plan of Action

Dissemination
- Government departments, SCERTs and DIETs
- Boards of Education and Managements
- All managements of Schools

Roll-out
- All managements of Schools
- Constituting School Safety Committee
- Integrating safety in classroom transactions

Intervention
- Capacity building of teachers and students
- Orientation programs for Parents
- Need based interventions
  - Counselling
  - Preventing the at risks
  - Promoting wellness for all

Support
- Support state agencies for clear adherence to norms
- Support teachers and principals through capacity building
- Supports parents and students through awareness and orientation programs

Hand-holding
- Schools in conducting safety inspections
- DEO/BEOs for training and capacity building of stakeholders
- Private managements through DIETs and SCERTs

Tracking
- U-DISE data for submission of safety related data
- Routine and surprise visits to include safety checks
- Progress charts in health and wellness

Incentivizing
- States/districts with 100% schools uploading their Safety Inspection report on their website
- Best Practices of Schools and sharing on national platforms
- Awarding Schools with titles like: Alert/SajagVidhyalaya, Sensitive/SamvedansheelVidhyalaya, Harmonious/'AatmiyaVidhyalaya'

Annexure-I

STATE SPECIFIC PROVISIONS

State Act (Year)	Provisions
Andhra Pradesh Education Act (1982)	**Chapter IV – Primary Education and its Implementation** **Section-14 Children not to be employed so as to prevent them from attending school:** - No person shall employ a child in a manner which shall prevent the child from attending an approved school. **Section-24 Appointment and removal of manager of private institution: -** (1) The management of every private institution shall be constituted in such manner and shall consist of such number of members as may be prescribed: - (2) ..... (3)(a) ..... (b) Where the competent authority is satisfied that the manager alone is responsible for the lapses or irregularities of the institution, action shall be taken against him by the management, as recommended by the competent authority. (4) ..... **(5) .....** (6) For the removal of doubts it is hereby declared that any failure or negligence on the part of a management to take action against the manager as required under Clause (b) of sub-section (3) or to nominate another person as manager under sub-section (4) shall constitute an act of mismanagement and action shall be taken against the private institution under this Act accordingly. **Section- 25 Duties of manager of private institution** **Section-26 Private institution not to be closed down, etc., without sufficient notice: -** (1) Save as otherwise provided in this Act, no private institution shall be closed down or discontinued, unless a notice of not less than one academic year expiring with the end of any academic year and indicating the intention to do so, has been given by the manager to the officer authorized by the competent authority in this behalf. (2) If any manager fails to give notice as required under sub-section (1), he shall, on conviction, be punished with fine which may extend to [five] thousand rupees or with simple imprisonment which may extend to [one year] or with both and with a fine of [rupees one hundred] for every day of further default. **Section-30 Parent-teacher association: -** (1) There shall be parent-teacher association for every educational institution other than an adult educational centre.

State Act (Year)	Provisions
	(2) The composition and functions of the parent-teacher association shall be in accordance with such rules as may be prescribed. **Section-31 Inspection of educational institutions: -** (1) The Government or the competent authority may authorize any officer not below such rank as may be prescribed to inspect any educational institution in the State. (2) The officer authorized under sub-section (1) shall exercise general powers of inspection over the working of the educational institution. (3) The manager and the employees of the educational institution shall at all reasonable times be bound to afford to the aforesaid officer all such assistance and facilities as may be required for the purpose of such inspection. (4) The manager shall comply with such directions or suggestions as may be given by the competent authority on the report of the aforesaid officer: Provided that the manager aggrieved by any such direction or suggestion may appeal, within thirty days from the date of receipt of such direction or suggestion to the prescribed authority whose decision on such appeal shall be final.
The Assam Primary Education Act (1926)	**Section-19 Penalty for employment of children or interference with their attendance at school-** shall be prosecuted by the education committee, and shall on conviction before a magistrate be liable to a fine not exceeding rupees ten for a first offence and not exceeding rupees twenty-five for each subsequent offence. **A. The Assam Non-Government Educational Institutions (Regulation and Management) Act, 2006.** **Section-3 Power of the State Government to regulate non-government educational institutions** 1) The State Government may regulate all the non-government educational institutions in the State of Assam in accordance with the provisions of this Act and the rules made there under. 2) On and from the commencement of this Act, the establishment of non-government educational institutions or the opening of a higher class or the closing down of an existing class in any existing non-government educational institution in the State, shall be subject to the provisions of this Act and the rules made thereunder and any non-government educational institution or any higher class established or

State Act (Year)	Provisions
	opened otherwise than in accordance with the provisions of this Act shall not be recognized under section 5 by the Director and shall be closed down under Section 24. **Section-12 Constitution of Managing Committee** Every non-government educational institution shall constitute a Managing Committee consisting of Chairman & Members. **Section-13 Power and functions of Managing Committee** **Section-14 Scheme of Management** **Section- 15 Appointment and disciplinary matters** **Section- 16 Code of Conduct for the Employee**
Bihar Education Code (1961)	'No Provision' for Management Committee & Safety Measures
The Chhattisgarh Primary Education Act (1961)	'No Provision' for Management Committee & Safety Measures
The Delhi School Education Act (1973)	**Section-5 Scheme of management-** (1) Notwithstanding anything contained in any other law for the time being in force or in any instrument having effect by virtue of any such law, the managing committee of every recognized school shall make, in accordance with the rules made under this Act and with the previous approval of the appropriate authority, a scheme of management for such school: Provided that in the case of a recognized private school which does not " receive any aid, the scheme of management shall apply with such variations and modifications as may be prescribed: Provided further that so much of this sub-section as relates to the previous approval of the appropriate authority, shall not apply to a scheme of management for an unaided minority school. (2) a scheme may be made, in like manner, to add, to vary or modify any scheme made under sub-section (1). **Section-8 Terms and conditions of service of employees of recognized private schools** **Section-9 Employees to be governed by a Code of Conduct-** Every employee of a recognized school shall be governed by such Code of Conduct as may be prescribed and on the violation of any provision of such Code of Conduct, the employee shall be liable to such disciplinary action as may be prescribed.

State Act (Year)	Provisions
	Chapter VII- Taking Over the Management of School **Section-20 Taking over the management of schools-** (1) Whenever the Administrator is satisfied that the managing committee or manager of any school, whether recognized or not, has neglected to perform any of the duties imposed on it by or under this Act or any rule made there under and that it is expedient in the interests of school education to take over the management of such school, he may, after giving the managing committee or the manager of such school, a reasonable opportunity of showing cause against the proposed action, take over the management of such school for a limited period not exceeding three years : **Chapter VIII-Miscellaneous** **Section-22 Delhi Schools Education Advisory Board-** (1) There shall be an Advisory Board for school education, to be called the "Delhi School Education Advisory Board" for the purpose of advising the Administrator on matters of policy relating to the education in Delhi. (2) The Advisory Board shall be constituted by the Administrator and shall consist of a Chairman and fourteen other members, to be nominated by the Administrator. (3) The Advisory Board constituted under sub-section (2) shall include a) Heads of recognized private schools; b) representatives of the organizations of teachers of the recognized private schools; c) managers of the recognized private schools; d) representatives of parents or guardians of students of recognized private schools; and e) Eminent educationists. (4) The Advisory Board shall regulate its own procedure. (5) The terms of office of every member of the Board and travelling and other allowances payable to a member of the Board shall be such as may be prescribed.
The Goa School Education Act (1984)	Section-2(n) "managing committee" means the body of individuals which is entrusted with the management of any recognized private school; **Section-6 Scheme of Management-** Notwithstanding anything contained in any other law for the time being in force or

State Act (Year)	Provisions
	in any instrument having effect by virtue of any such law, the managing committee of every recognized school shall make, in accordance with the rules made under this Act a scheme of management for such school: Provided that in the case of a recognized school which does not receive any aid, the scheme of management shall apply with such variations and modifications as may be prescribed. **Chapter IV- Terms and conditions of service of employees of recognized private schools** **Section-11 Terms and conditions of service of employees of recognized private schools** **Section-12 Employees to be governed by a Code of Conduct** **Chapter VII-Taking over management of school** **Section-20 Taking over management of school** **Chapter IX-School Education Advisory Board** **Section-24 Advisory Board-** (1) There shall be constituted an advisory board to be called the Goa, Daman and Diu School Education Board (hereinafter referred to as the Advisory Board) for the purpose of advising the Government on matters of policy relating to education An, the Union territory. (2) The composition of the Advisory Board shall be as follows, namely: - (a) the Chairman of the Goa, Daman and Diu Board of Secondary and Higher Secondary Education, ex-officio; (b) three persons, who are the heads of recognized private schools; (c) three representatives of organisations of teachers of recognized private schools; (d) three representatives of the managements of recognized private schools; I the Director, who shall be the Secretary to the Advisory Board; (f) the Principal of one of the colleges in the Union territory; (g) two members of the Legislative Assembly of the Union territory to be nominated by the Speaker; (h) two eminent educationists; (i) two representatives of the parents and guardians of the students of recognized private schools; and

State Act (Year)	Provisions
	(j) two representatives of the students of recognized private schools.
The Gujarat Compulsory Primary Education Act (1961)	**Section-14 Penalty for employing a child to whom the scheme applies.** Whenever knowingly takes into his employment, either on his own behalf or on behalf of any person, any child in respect of whom the provisions of Section 9 apply, so as to interfere with the education or instruction of such child shall, subject to the provisions of section 20, on conviction, be punished with a fine not exceeding twenty-five rupees and in case of continuing contravention with an additional fine not exceeding rupee one for every day during such contravention continues after conviction for the first of such contravention.
Haryana School Education Act (1995)	Section-2(l) "managing committee" means the body of individuals entrusted with the management of any recognized private school or schools; Section-2(o) "private school" means a school which is not run or sponsored by the Government, Director, a local authority or other authority designated or sponsored by the Government; Section-5 Scheme of management Section-8 Terms and conditions of service of employee of aided schools Section-9 Employee to be governed by a Code of Conduct.
The Himachal Pradesh Board Of School Education Act (1968)	**Section-2(g)"Inspecting Officer"** means the District Education Officer, Deputy District Education Officer, Block Education officer or any other officer appointed for the inspection of schools by the Education Department of the Himachal Pradesh Government;
The Jharkhand Education Tribunal Act (2005)	'No Provision' for Management Committee & Safety Measures
Jammu and Kashmir School Education Act (2002)	**Section-11 No private school to be established or run without permission** — (1) No private school shall be established, run or maintained without permission, in writing, of the Government or the Competent Authority. (2) The Government shall prescribe the procedure to be followed for the grant of permission to establish, run or maintain private schools. **Section-13 Management of private schools** — (1) No private school shall be managed and run by any person other than an

State Act (Year)	Provisions
	educational agency. The Government shall prescribe the procedure for registration of educational agencies. (2) Every educational agency shall appoint a Manager to look after day-to-day running an administration of the school managed and run by such educational agency. **Section-20 Conditions of service of staff in private schools** **Section-22 State Education Advisory Board**
The Karnataka Education Act (1983)	**Section-5A Safety and security of students-** Every educational institution and an employee of such educational institutions shall take such measures to ensure safety and security of students including protection from sexual offences, in the manner as may be prescribed. **Chapter VII - management of recognised private educational institutions and local authority institutions, etc.** **Section-42 Managing Committee** **Section-46 Powers and functions of the Managing Committee** **Chapter XVII Penalties** **Section-112A Penalty for contravention of section 5A-** (1) Any employee or member of the management of an educational institution who contravenes section 5A shall on conviction, be punished with imprisonment for a minimum term of six months and with a fine which may extend to one lakh rupees.(2) Whenever any educational institution is found to be in contravention of section 5A in an enquiry conducted, after giving an opportunity of being heard, by the District Education Regulatory Authority, it shall impose a penalty which may extend to ten lakh rupees. (3) The District Education Regulatory Authority after such enquiry has found that any educational institution has contravened the provisions of section 5A shall also recommend to the competent authority or concerned authority for withdrawal of recognition or affiliation to such institution.
The Kerala Education Act (1958)	**Section-5A** Management of Government schools and Aided Schools taken over or acquired by Government: - The Management of every Government school and that of aided school taken over or acquired by the Government under section 14 or section 15 as the case may be shall vest as specified below in the local authority noted against each namely. **Section-12A** Disciplinary powers of Government over teachers of aided schools

State Act (Year)	Provisions
	Section-14 Taking over management of schools
The Madhya Pradesh Jan ShikshaAdhiniyam (2002)	**Chapter III-Responsibilities of Institutions and Parent or Guardian** **Section-2(j)** "Parent Teacher Association" means association of the parents of the students enrolled in a school and teachers of that school. **Section-12 Parent Teacher Association** **Section-13 Education Committee**—The Education Committee shall monitor the regular attendance of teachers in schools. The committee may direct the authority concerned to take action, including withholding of the disbursement of salary/ honorarium, against the teacher for his wilful absence or negligence for such period as it may deem fit and refer the case to the disciplinary authority concerned for further action. The committee shall also perform such other functions as may be prescribed.
The Maharashtra Primary Education Act (1947) **The Manipur Elementary and Secondary Education Act (1972)**	This act speaks about the constitution of Board etc. no provision found regarding Management for Private School and the safety measures. Section-3(i) "Managing Committee" means a Managing Committee of a High School or a higher Secondary School;
The Meghalaya School Education Act, 1981	Section-6 Scheme of management Section-9 Terms and conditions of service of employees of recognised private schools Section-20 Taking over the management of schools Section-22 Meghalaya School Education Advisory Board
The Mizoram Education Act (2003)	Section-2(18) "Managing Committee" means anybody of individuals, by whatever name called, in which the management of a school vests; Section-5 Managing Committee or Governing Body of Educational Institutions. Provided that in the case of a recognized private educational institution which does not receive any aid from the Government, the scheme of management shall apply with variation and modification as may be prescribed. Section-9 Terms and conditions of Service of Employees of Recognised Educational Institutions.

State Act (Year)	Provisions
	Section-10 Employees to be governed by a Code of Conduct Section-24 Taking over by the Government of the management of educational institutions. Section-26 State Advisory Board of Education
The Nagaland Board of School Education Act (1973)	'No Provision' for Management Committee & Safety Measures
The Orissa Education Act (1969)	Managing Committee or Governing Body of educational institution. Section-7A Supersession and reconstitution of managing committee or Government body. (1) Whenever the prescribed authority is satisfied that the Managing Committee or, as the case may be, the governing body of any private educational institution has neglected or failed to perform any of the duties imposed by or under this Act or the rules or to give effect to the order or direction issued by the Tribunal under Section 24-A or has acted in excess of the authority vested in it or in any manner which is prejudicial to the interest of the educational institution, he may, after giving the Managing Committee or the Governing Body, as the case may be, a reasonable opportunity of showing cause, supersede the Managing Committee or the Governing Body, as the case may be. **Chapter – III-Advisory Council and District School Board** Section-15 State Advisory Council of Education
The Punjab Primary Education Act (1960)	Section-10 No person shall employ a child in a manner which shall prevent the child from attending an approved School.
The Rajasthan Secondary Education Act (1957)	**Section-22 Appointment and constitution of Committees -** (1) The Board shall appoint the following Committees, namely: - (a) Committees of courses, (b) An Examination Committee, (c) A Curriculum Committee, (d) A Recognition Committee, (e) An Evaluation Committee, (f) A Finance Committee, and (g) Such other Committees, as may be prescribed.

State Act (Year)	Provisions
The Sikkim Primary Education Act (2000)	The State of Sikkim has separately framed the provisions in Sikkim Education Act in respect of accountability of the School Management Committee. The abstract of these provisions is annexed as flag –A in the booklet.
The Tamil Nadu Compulsory Elementary Education Act (1994)	**Section-6 Competent Authority** 1) The Government may, by notification, appoint any officer of the Education department, not below the rank of District Educational Officer, to be competent authority for the purpose of carrying into effect the provisions of this Act and the rules made there under and different competent authorities may be appointed for different areas. (2) The competent authority shall exercise such powers and perform such other functions as may be prescribed. Section-10 Power of Government to give directions The Government may, in the public interest, by order, direct the competent authority to make an enquiry or to take appropriate proceedings under this Act in any case specified in the order, and the competent authority shall report to the Government the result of the enquiry made or the proceedings taken by him within such period as may be prescribed.
The Uttaranchal School Education Act (2006)	**Section-22 Constitution of Committees -** (1) The Board shall constitute the following Committees as prescribed in the regulations. A Difference Committee may be constituted for different areas. (2) The following shall be the committees of the Board, namely – (a) Curriculum Committee, (b) Syllabus Committee, (c) Examinations Committee, (d) Results Committee, (e) Recognition Committee, and (f) Finance Committee.
The Uttar Pradesh Basic Education Act (1972)	'No Provision' for Management Committee & Safety Measures
The West Bengal Primary Education Act (1973)	'No Provision' for Management Committee & Safety Measures

State Act (Year)	Provisions
Other Provisions	
State of Uttar Pradesh (April, 2017)	Uttar Pradesh Government bans liquor shops near schools, colleges and religious places
State of Maharashtra (2015)	Adapting Section 6 of the COTPA Act, 2003, the Maharashtra state government has passed an act stating that no person shall sell, offer for sale, or permit sale of, cigarette or any other tobacco product- to any person who is under eighteen years of age and in an area within a radius of 100 yards of any educational institution.
State of Tamil Nadu (2003)	Rule 8 of Tamil Nadu Liquor Vending (In Shops and Bars) Rules, 2003 states that no liquor shop should be established in municipal corporations and municipalities within a distance of 50 meters from an existing place of worship or educational institutions and that a minimum distance of 100 meters should be maintained between such places in all other local bodies.

Annexure-II

CONSTITUTION OF PARENT-TEACHER ASSOCIATION

As per section 21 of RTE Act, 2009, private schools are exempted from formulating SMCs. In such schools, PTA should be made mandatory as SMCs and PTAs are an important link in monitoring the safety and security measures in schools. The private schools defined under section 2 (n) (iv) of RTE Act, 2009 should have a Parent Teachers Association (PTA).

The following is only a suggestive model for the same.

Composition of Parents-Teachers Association (PTA)

a. There may be only one PTA in every school.

b. The PTA may be formed within one month of the beginning of the academic session and may be sensitized/oriented on NCPCR's Manual on Safety and Security of Children in Schools.

c. Fifty per cent of members of such Committee can be women

d. PTA may consist of two parent representatives from each stage (pre-primary, elementary, secondary and senior secondary including parents of children with disability) such that three-fourth of members of such Committee may be parents or guardians.

e. Out of the 3/4th member parents, 25 percent of the total strength of parent members could be reserved for parents or guardians of children admitted under section 12 (1) (c) of the RTE Act, 2009

f. One teacher from each level of schooling i.e. pre-primary, elementary, secondary and senior secondary may be nominated by the principal

g. One special invitee member with expertise in any school related fields that would impact the overall school development;

h. One representative member of the School Management;

i. Adequate representation of parents from disadvantaged categories may be ensured.

j. In case, the ward of parent member leaves the school in between the academic session, another parent/guardian member from that class may be inducted into the PTA within one-month;

k. The School Management may display/upload the names of PTA Member on their website and on the notice board.

Terms of Reference:

a. The term of the PTA should be one academic year.

b. The School Management should display/upload the names of PTA Members on their website and on the notice board.

c. As per section 21 of RTE Act, 2009 a school, other than a school specified in sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teacher.

Annexure-III

MAKING SCHOOLS SAFE AND SECURE: COMPREHENSIVE CHECKLIST

Sr. No.	Criterion	Satisfactory Attention	Needs Further up yet	Not taken	NA	Remarks
A	School Safety and Security Program					
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 (For Adolescent)					
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					
i)	Measures for dealing with victim, perpetrator, parents, other stakeholders, police and media in case of any untoward incident					

Sr. No.	Criterion	Satisfactory Attention	Needs Further up yet	Not taken	NA	Remarks
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?					
5.	Are Students / Teachers /Non-Teaching Staff oriented to deal with common medical emergencies?					

Sr. No.	Criterion	Satisfactory Attention	Needs Further up yet	Not taken	NA	Remarks
6.	Do you have the 'School Safety Pledge' prominently displayed in your school campus?					
B	**School Buildings, Grounds and Facilities**					
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?					
17.	Does the school have a designated parking area?					
18.	Is the School building surrounded by a boundary wall or fence?					

Sr. No.	Criterion	Satisfactory Attention	Needs Further up yet	Not taken	NA	Remarks
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?					
C.	**Psychosocial Safety and Support**					
30.	Does the School have access to qualified Counsellor on call, as per requirement? (For Adolescent)					

Sr. No.	Criterion	Satisfactory Attention	Needs Further up yet	Not taken	NA	Remarks
31.	Are the students especially from primary classes oriented on Personal Safety, e.g., the difference between 'Safe touch' and 'Unsafe touch' (For Children)					
32.	Does the school have a Students Council/ BalSansad 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.? (For Adolescent)					
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 another student physically or emotionally and displaying any antisocial behavior					
D	Health and Physical Safety					
38.	Does the School have a basic medicine box/first aid kit?					
39.	Are the emergency medical care numbers displayed in the school?					

Sr. No.	Criterion	Satisfactory Attention	Needs Further up yet	Not taken	NA	Remarks
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.? (For Adolescent)					
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?					
E	School Transportation					
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?					

Sr. No.	Criterion	Satisfactory Attention	Needs Further up yet	Not taken	NA	Remarks
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?					
F	**Support for Children with Special Needs (CWSN)**					
57.	Does the School provide barrier free access for CWSN, e.g., Ramps, Hand Rails, warning blocks for steps, etc.?					
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?					
G	**Cyber Safety & Policy**					
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? (For Adolescent)					

Sr. No.	Criterion	Satisfactory Attention	Needs Further up yet	Not taken	NA	Remarks
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? (For Adolescent)					
H	Orientation & Training					
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.					
66.	Has the School conducted any orientation on ways to integrate safety, security and well-being in the classroom pedagogy					

Annexure-IV

Constitution of School Safety Committee (SSC)

The suggested constitution of the Committee is as follows:

1. Chairperson: Head of institution (Principal or the Headmaster) as s/he is the key nodal person.
2. Student Safety Officer (SSO) or Child Protection Officer (CPO): The Head shall be assisted by a SSO/CPO, who may be nominated from amongst the teaching or non-teaching staff of the school. The CPO should not be a contract employee or a part-time employee. The CPO must be a permanent employee, if possible with at least 5 years' service in the School and preferably, with a background in child psychology and counselling or experience of working with children and familiar with child protection concerns and procedures.
3. Faculty representatives: 2 or more representatives from the teaching or non-teaching staff, of which at least one should be woman. This could also be broken down as follows
   a. One management representative.
   b. One faculty representative each from primary, middle and senior school.
4. Parent representatives: 2 parents including where applicable one parent who is also a parent representative of the School Management Committee (SMC) or a Parent Teachers Association (PTA). The parental membership must be rotational with their term not exceeding 01 years.
5. Student representatives: 2 from senior students, preferably where possible one girl and one boy.
6. Alumni representatives (optional): 1-2 representatives from active alumni members who have passion for school development and could devote time

Functions:

1. The SSC is to hold quarterly meetings, and minutes of the meeting are to be maintained and made available for the records.
2. SSC must undertake a Safety Walk[1] of the entire school premises once every quarter, in order to ensure compliance of standard safety measures. In addition to the students, all members of the School Safety Committee must be present during every safety walk, as far as possible.
3. Feedback/complaint boxes on safety measures must be maintained at one-two prominent locations in all schools and the same be opened during the school safety walk and action must be taken on queries/complaints/suggestions within 15 days of opening of the suggestion boxes.

Annexure-V

INTEGRATING LEARNING ABOUT SAFETY IN SCHOOL EDUCATION

Grade appropriate Learning about Safety of Schools: Checklist

- In view of inculcating sensitivity towards safety of oneself and others, schools need to organize relevant activities and on regular basis.
- Teachers may design variety of activities in this regard e.g., School Safety Puzzle, School Safety Quiz, School Safety Role Play, School Safety Snake-Ladder Board Game, School Safety Puppet Show, Learning about School Safety, etc.
- These activities may be conducted as a group or individual activity. Learning about School Safety also needs to be conducted on a regular basis, preferably once in six months using following two approaches:
  - ✓ The Learning about School Safety Team of the School comprising students and teachers conduct a survey with students across the classes using tools developed by them.
  - ✓ Learning about School Safetyas teaching-learning activity with in-built assessment by all the class students.

Following is a suggestive approach to integrating Learning about School Safety in the education of children:

A. Safety Inspection of the School by a team comprising Students and Teachers

I nterview for Students

The team can make arrangements to have a small group of students (four to eight) who represent a cross-section of the middle through secondary grades (in so far as possible 6 to 12) meet with the team at a time that is least disruptive to the instructional schedule. The responses need to be anonymized for protecting the interest of all students. Schedule approximately 15 minutes—no longer than 30 minutes—to conduct the following interview with students:

a. Are there any places in this building or any times of the day when you feel unsafe? If so, explain.

b. This school year, have you or your fellow students physically harmed, threatened or bullied at school? If so, what was the extent of injuries? What was the school's response to the situation?

c. If you knew that there was the potential for danger or harm being done to yourself or others at this school would you tell some adult about this? If so, to whom would you go? If not, why not?

d. Do the teachers and principals in this school encourage students to report incidents of harassment, bullying, threats, etc.? Is there a process in place for doing so?

e. Are you aware of any gang activity at this school? If so, do you believe this presents any danger to yourself or to others at this school? Why or why not?

f. Do students who get into fights get help in learning how to resolve conflicts without fighting?

g. Are there programs in this school to help students whose grades are falling?

h. Have students been encouraged to establish clubs and activities with a safety focus?

i. Have students had any training in personal safety and how to avoid becoming victims of violence?

j. Is there a safety or security issue that, in your opinion, is not being adequately addressed to eliminate the problem? What would you suggest to address the issue?

B. Rating Scale for Preparatory and Middle Stage Students

This may be a group/class survey activity. Children may be asked to give their views on the Rating Scale. These Rating Scales need to be developed involving students as per the context and location of the school. An exemplar rating scale is given below:

At this school:	Always	Sometime	Never	Don't Know
We take good care of the play grounds.				
We keep the building and toilets clean.				
My classroom looks nice.				
Students help make decisions.				
Students can be in many different groups and activities.				
Teachers here are nice people.				
My teachers respect me.				
Teachers let me know when I'm doing a good job.				
I have good relationships with my teachers.				
Students respect the teachers.				

At this school:	Always	Sometime	Never	Don't Know
I'm comfortable talking to a teacher about my problems.				
I feel very safe.				
I feel safe on the way to school and on the way home.				
When students have an emergency, they know whom to approach				
You can trust most people.				
Adults care about students.				
Even people who are different are respected.				

Filled up Inspection Forms may be collected by the School Team and they can analyse the data and make a report to be submitted to school authorities for taking necessary steps.

C. Safety as Teaching-learning Activity in Foundational Years

Learning about School Safety needs to be conducted for all the students at the four school stages, i.e., Foundational, Preparatory, Middle and Secondary. The levelsmay be decided accordingly, e.g., for Foundational Stage Children, it may be in the form of answering following questions: -

a. When and why the child or his/her friends feel angry?

b. When and why the child or his/her friends feel sad?

c. Does the child feel happy and relaxed in the school?

d. What thing does the child not like about the school?

D. Safety Inspection as Teaching-learning Activity/ Group Activity in a Classroom for older children

Children at all the stages need to be motivated to develop their own questions regarding the inspection. This may be conducted as a group activity in a classroom. Details of conducting this activity are given below;

Group Work: In order to do this activity with children of specific class, the teacher may divide them into groups with equal/proportionate number of children and assign the following task:

Group I. To find out about safety of school infrastructure

Group II. To explore points related to safe interpersonal interactions in and outside the school.

Group III. To find out points related to emotional safety and security

Group IV. To find out points related to cyber safety

Likewise, if more groups are there, tasks may be repeated or teachers may assign smaller tasks to each of the groups

Observe and record: The teacher may ask each group to divide the task amongst the group members for framing questions, take observations and record them. She may help children in the process. Some of the exemplar questions developed areas under:

Infrastructure related Safety

a. Does your School building have a boundary wall or fence?

b. Does your school provide sufficient and safe drinking water available for the students?

c. Are ceiling fans fixed properly and in working condition?

d. Number of doors/ windows/ventilators in the classroom

e. Are the school's entrances, exits and doorways clearly marked (Signage)?

f. Does your school have an Emergency Evacuation Plan on display and are regular drills conducted on this for staff and students?

g. Does your school have a viable communication system in place in the school, e.g., landline phone, safety and fire alarm, etc.?

h. Does your school have suitably placed fire extinguishers in the school?

Socio-emotional Safety

a. Have you noticed any child in your class who often gets angry?

b. When you are feeling down, do you share our feelings with others?

c. Does your teacher encourage students to talk about their feelings?

d. Does your school provide access to a counsellor?

e. Are students oriented on importance of personal safety, e.g., difference between 'good touch' and 'bad touch'?

f. Does your school have a student council/Bal Sansad that deals with students' issues and concerns?

Health and Physical Safety

a. Do you have access to a basic medicine box/first aid kit in the school?

b. Are regular health check-ups conducted in the school?

c. Do you have access to a nurse/doctor in times of medical crisis?

d. Does your school maintain comprehensive health cards for every student?

e. Does your School have a Suggestion/ Complaint Box in place?

f. Do you have a School Safety Pledge in the school?

Cyber Security

a. Do you have Internet facility in the School?

b. Are mobile phones allowed in the Classroom?

c. Is the access to computer rooms and use of electronic and technological devices in the school supervised by teachers?

Disaster response

a. Does your school have a disaster management plan?

b. Have you seen and understood the disaster management plan for your classroom and school?

c. Does your school have mock drills for disaster response?

d. Have you participated in the drills and understood your responsibilities?

Think, Reflect and Act

Teachers may also provide opportunities to think and reflect. Create opportunities for cross-age mentoring: Younger students are receptive to both the attention and leadership of older students, and likewise, the older students benefit from the added responsibility of modeling appropriate behaviors. Some questions in this regard are:

a. How to make the school more safe and secure.

b. Consider ways to redirect negative behaviors toward positive leadership opportunities; respect diversity; developing anger management skills; Peer support groups, etc.

c. Explore ways to help the grievances/conflicts reach the authorities for timely and appropriate action.

Assessment

The teacher may help children in the above. Each group presented the report before whole class, which followed discussions with other groups. Such activities can be assessed on three-point scale using rubrics that a teacher may design herself or involve children in doing so.

Criteria	Level I	Level II	Level III
Framing Questions	Frames questions with the help of peers	Frames new questions on her/his own and finalizes with the help of teacher and peers	Frames questions independently
Data Collection	Asks questions and uses few probes	Ask questions with many probes	Probes deeply and even modifies or frames new questions on the spot
Data Recording	Recording the responses is not organized	Systematically records the collected information	Systematically records and presents the information
Drawing conclusion	Makes some sense of the information	Draws appropriate meaning	Makes meaning and explains logically
Reporting	Prepares report but Unsure while Presenting	Prepares report and Presents with Confidence	Prepares comprehensively articulated report and Explains logically with Confidence
Working Together	Difficulty in working With others sometimes	Works patiently in groups	Works patiently in groups and also helps others

Level I- For a given activity or outcome(s) child needs a lot of support from teacher/adult.

Level II- For a given activity or outcome(s) child is able to perform with proper feedback and support

Level III- For a given activity or outcome(s) child works independently with occasional support

Annexure-VI

SCHOOL SAFETY PLEDGE

We, the teachers, parents and students of (Name of School) pledge to ensure that our School is a SAFE, SECURE and HAPPY place for all.

We pledge to support the Head of the School who shall-

1) Leave the school building at the end of the school day only after ensuring that no child is left behind inside or outside the school premises.

2) Ensure that students, teachers and staff stay back in school for various activities only with his/her permission.

3) Meet and interact with all students and teachers regularly and at least once a week.

4) Ensure that teachers are sensitive to the needs and concerns of students, especially those in the primary classes.

5) Create a healthy, clean and non-threatening environment and curb bullying.

6) Carry out evacuation drills regularly.

7) Maintain a Suggestion/POCSO Box and check the comments shared by students regularly.

Important telephone numbers: -

National Emergency Response: - 112

State/UT Disaster Helpline Number:

CHILDLINE: - 1098

State Counselling Helpline: -

Hospital: -

Fire: -

Block Education Officer: -

District Collector: -

Name of Head of School: -

Department of School Education & Literacy
Ministry of Education
Government of India

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