MANUAL ON
COMPREHENSIVE SCHOOL SAFETY
AND SECURITY PROGRAMME
(CSSSP)
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**Manual on Comprehensive School Safety and Security Programme**

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Dr. Partha Chatterjee
Minister-in-Charge
Department of School Education
Government of West Bengal

West Bengal is proud to be a role Model for making remarkable achievements in social indicators of education, health, nutrition, WASH which is much higher than the national average in India. State’s allocation in social sectors has been increasing over the years towards reaching the international standards and thresholds.

Due to the geographic locations of the State, almost every year State of West Bengal is exposed to multiple disasters and climate change risks like seasonal floods and cyclone in the coastal region and landslides in the north. Frequent industrial accidents and fire breakouts also have impacts on the lives of the population in urban areas while earthquake risk lies in the entire state. The main vulnerabilities are lying with children, women and elderly especially in the north. Frequent industrial accidents and fires breakouts also have impacts on the lives of the population in urban areas while earthquake risk lies in the entire state.

Our long-term development partner UNICEF has been working with different departments of the State Government including my own School Education Department. In addition to their routine support to the department, they come up with Comprehensive School Safety & Security Program (CSSSP) to be jointly implemented by School Education Department and Disaster Management & Civil Defense Department which is a comprehensive program for building resilience against all disasters through empowering the children, teachers and the vulnerable communities. As part of CSSSP, they supported in developing School Safety & Security Manual which aims at introducing teachers, school children to the knowledge and skills needed for the establishment, maintenance and sustainability of basic school safety. As more children are enrolling in school in West Bengal, creating a safe and peaceful environment remains as a top priority of the State Government. This has been also affirmed in the United Nations (UN) Sustainable Development Goals (SDG) – in Goal four on Education which is ‘build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.’

Teacher should be proud of ensuring the safety and well-being of students who are in their custody. They can help empower children as well-versed in safety knowledge and skills. Parents will trust them knowing that they have taught the students how to be safe and secure.

The Department of School Education has already issued the guidelines on School Safety and Security and now I’m happy to release this manual to further strengthen the understanding of School Safety and Security processes and preparing School Safety Plan in each school of the State with active participation of teachers, Parents and School going children.

(Dr. Partha Chatterjee)

West Bengal has made significant progress in education and achieving near universal enrollment among children at the primary level. To sustain this success, we need interventions to ensure safety and overall well-being of students. Schools need to have an enabling environment to face the challenges of natural disasters, health hazards, abuse, violence, exploitation and accidents.

Law provides for instituting mechanisms for safety and security of children and for monitoring of the same by specific agencies. School Education Department and affiliate education boards of the state are taking a holistic view in planning and monitoring to ensure that schools provide a safe, protective and child-friendly environment. The safe environment at school is a must to engage children in learning activities and enhancing learning outcomes.

The Education Department also recognizes the need to have a proactive, comprehensive and sustained approach to disaster management to reduce the detrimental effects of disasters as well as to ensure safety and security of schools and schoolchildren.

I am happy that the manual on Comprehensive School Safety & Security is developed through a consultative process including field testing and incorporating the inputs from the school authorities to make it more contextual for the users. I am thankful to the Department of Disaster Management & Civil Defence (DM & CD), Government of West Bengal and UNICEF-West Bengal for their support in preparing and contributing to this booklet looking into the criticality of the need to strengthen the School preparedness and building safety & security of schools.

The Comprehensive School Safety and Security Program manual will enable the schools to understand safety and security in a comprehensive manner, identify gaps and vulnerabilities, build on the strengths and strive for better and effective preparedness and risk reduction measures. This booklet will also be guiding the teachers and school children for learning the skills and techniques of disaster preparedness.

I hope this manual will help teachers, schoolchildren and other stakeholders for building a disaster resilient school and strive for a disaster free tomorrow.

Mr. Manish Jain, IAS
Principal Secretary
Department of School Education
Government of West Bengal
Children spend more time at School other than their own home during their formative years. They need a safe and secure environment to effectively learn and grow. A safe learning environment, protection from sexual abuse, corporal punishment and safety from the impact of natural disasters is needed for a successful education and future. The issue of school safety is a major concern at all levels of government to address all the aforesaid situations. The school Staff, which includes administrative and non-teaching staff, are critical in ensuring the safety of the children from all the type of disasters and personal safety & Security related issues in School.

In this regard, School Education Department has already issued School Safety & Security guideline based on Final Report on Standards of Procedure for safety and security of Children in Schools accepted by Hon’ble High Court, Calcutta as well as a compilation of approved manuals / guidelines developed by various agencies, pertaining to the sexual abuse of the student in school premises. Similarly, School Education Department, Government of West Bengal also issued guideline to constitute Students Safety & Security Monitoring Committee (SSSMC) at all school level to monitor and take precautionary measures on all the safety & security issues. Further, to strengthen the School Safety and Security in School, a comprehensive approach is also developed in association with Department of Disaster Management & Civil Defence and UNICEF in the name of Comprehensive School Safety and Security Programme (CSSSP), which emphasizes on three pillars like (i) Safe Learning Environment (ii) Disaster Risk Reduction in Schools (iii) Child Protection/Prevention of violence and abuse.

In this context, the Comprehensive School Safety and Security Programme manual is an outcome of joint efforts of the Department of Disaster Management & Civil Defence, Department of School Education and UNICEF. A long with other guidelines and advisories issued by the School Education Department, this Manual will also enable school stakeholders to address all the aforesaid situations.

Dr. Saumitra Mohan, IAS
Commissioner of School Education
Directorate of School Education
Government of West Bengal

West Bengal is exposed to multiple disasters and climate change risks. Climate change coupled with haphazard urbanization is increasingly making human lives vulnerable to various natural and manmade disasters. The state’s vulnerabilities are characterized by devastating cyclones in the southern Gangetic Delta, about 42.4 per cent of the geographical area is prone to flood and the hilly terrain in the North by landslides. In addition, frequent industrial accidents and fire breakouts affect the urban areas while earthquake risk lies in the entire state. This is because several districts in West Bengal fall under the seismic zone IV and V.

The situation described above further exacerbate the vulnerability of the population particularly that of children, women and elderly, especially belonging to the marginalized and hard-to-reach communities. This severely affects the development of these communities. Most importantly, education and learnings are disrupted during these disasters. Children spend more time in school during their formative age and it’s a safe haven for them. Apart from the natural disasters, other incidents like road and fire accidents affect the physical safety of children in and around school campus. At the same time, increasing day-to-day risk to protection such as corporal punishment, bullying, physical and sexual abuse and online threats severely impact the emotional and psychosocial well-being of children. Thus, there is a need to adopt a comprehensive approach in School Safety & Security Programming that can address all these issues relating to the child Safety & Security.

The Comprehensive School Safety and Security Programme manual is an outcome of joint efforts of the Department of Disaster Management & Civil Defence, Department of School Education and UNICEF under the project “Child Centred Disaster Risk Reduction (CCDRR)” in West Bengal. This Manual will enable school stakeholders to plan and implement activities in relation to safety, security and sustainability of School and school Children.

It is expected that all major stakeholders should acquaint themselves to adopt a comprehensive approach to meet the desired goals towards school safety and security.

Mr. Dushyant Nariala, IAS
Principal Secretary
Department of Disaster Management & Civil Defence
Government of West Bengal
UNICEF Kalkata Field Office (KFO) has been working since 1949 with different departments of Government of West Bengal in the areas of Education, Health, Nutrition, Water & Sanitation, Child Protection and Integrated Social Policy. West Bengal made tremendous achievements in these social sectors and situation of almost all these social indicators are better than National average in India. Being a signatory to the UN Convention on the Rights of Children (UNCRC), India made remarkable progress in two Pillars of UNCRC. But still there are scope to improve in third pillar which is child protection in new emerging areas like climate change and manmade disasters.

During disasters it’s women, children and elderly who are the most vulnerable and suffers a lot. Keeping this in mind UNICEF planned to provide technical support to make schools safer and have initiated the Comprehensive School Safety and Security Programme (CSSSP). The concept of CSSSP focuses on three pillars: (i) Safe Learning Environment (ii) DRR in Schools (iii) Child Protection/Prevention of violence and abuse and ensure maximum safety for students from home to school and back. This Manual is developed after several consultations with all stakeholders at State & District level, jointly by UNICEF and World Vision India (WVI) as a technical partner of UNICEF. The Manual was also field tested in 100 schools of Malda district followed by a Consultation workshop in Malda with teachers and 3 days training program for 100 Nodal teachers. An assessment was also carried out in all the selected 100 schools of Malda before preparing the School Disaster Management Plan. The focus was not only assessing the safety from disaster risk but also the state of Child Protection in these schools. The initiative of CSSSP in Malda was just a stepping stone to the school safety in the State. Learnings from this initiative needs to be scaled up in all schools across the State under the able leadership and supervision from the Departments of School Education and Disaster Management & Civil Defense, Government of West Bengal.

UNICEF West Bengal also developed several need-based communication materials on CSSSP which will support the State Government technically in spreading awareness and knowledge development among school Teachers and Students on Safety & Security measures.

Our sincere thanks to the leaderships of the Departments of School Education and of Disaster Management & Civil Defence, District Administration of Malda and other stakeholders to make this initiative successful. I am confident that this manual along with other communication materials will help students, teachers and communities to build resilience against disasters and climate change impacts.

Mr. Mohammad Mohiuddin
Chief, UNICEF Office for West Bengal

We acknowledge the valuable inputs received from:
• Mr. Dabrullasham, Deputy Director, School Education Department, Government of West Bengal,
• Mr. Aranyak Mishra, Capacity Building Officer, DM & CD Department, Government of West Bengal
• Ms. Amrita Sengupta, Education Specialist, UNICEF, West Bengal
• Ms. Paramita Neogi, Child Protection Specialist, UNICEF, West Bengal
• Mr. Andrew Devarajan, Manager, Disaster Risk Reduction, World Vision India

This manual is a compilation of various existing guidelines, circulars, policies and government orders on safety and security-related issues in schools, issued from time to time by Government West Bengal. UNICEF West Bengal have prepared this manual under the guidance of both internal and external expert groups and Officials.

We acknowledge all the experts and consultants those who helped in drafting and finalising the manual.

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December 2019
To ensure the safety and security of children in schools, various circulars, guidelines, orders, etc. have been regularly issued by the Department of School Education, State & National Commission for Protection of Child Rights (NCPCR), National Disaster Management Authority (NDMA), CBSE and ICSE Boards for the safety, security and disaster management in schools of West Bengal. This manual is prepared by the Department of School Education to help teachers and school authorities with comprehensive school safety and security planning.

It is divided into 3 broad sections 1. Safe School Facilities and Learning Environment 2. Disaster Risk Reduction (DRR) 3. Protection from Violence and Other Forms of Abuse in School. It also provides the steps for planning and checklist for minimum preparedness measures in the annexure of this manual.

LIST OF ABBREVIATIONS

CSSSP  Comprehensive School Safety and Security Programme
NDMA  National Disaster Management Authority
CSA  Child Sexual Abuse
NCC  National Cadet Corps
CWD  Child with Disabilities
NSS  National Service Scheme
DRR  Disaster Risk Reduction
RTE  Right to Education
GOI  Government of India
RTE  Person with Disabilities
MDM  Mid-Day Meal
SMC  School Management Committee
HMRD  Ministry of Human Resource Development
SSA  Sarva Shiksha Abhiyan
NCPCR  National Commission for Protection of Child Rights
SSSMC  Student Safety and Security Monitoring Committee
NDMA  National Disaster Management Authority
NCC  National Cadet Corps
NSS  National Service Scheme
RTE  Right to Education
RTE  Person with Disabilities
SMC  School Management Committee
SSA  Sarva Shiksha Abhiyan
SSSMC  Student Safety and Security Monitoring Committee

Schooling is one experience that most children around the world have in common. A child spends most of his/her day at school than at home. Whether in permanent or temporary buildings, in tents or under trees, all school-going children share the experience of learning and strive to develop their potential to enrich their lives. Every child, irrespective of caste, creed, race, gender or religion, has the right to education.

Children in our country are constitutionally guaranteed fundamental rights to live with dignity and have access to education in a safe and protective environment that is conducive for growth and development. The Union and State government have undertaken numerous steps to ensure that all children between 6 and 14 years spend their time at school in a safe learning environment. However, due to diverse locations, recurring natural hazards, poor infrastructure and unsafe facilities, most children either continue learning in an unprotected environment or drop out from schools.

In West Bengal, schools are affected by natural hazards such as floods, cyclonic thunderstorms, landslides, earthquakes, drought, etc. and fire accidents every year, as many of them may be in vulnerable, hazard-prone and remote areas. At the same time, the threats related to safety and security of children in schools are many, including human-induced hazards such as fire, conflict, violence, accidents, drowning, abuse, neglect, etc.

West Bengal faces numerous challenges in the education sector. Lack of infrastructure, manpower, quality education, facilities and learning outcomes are a few. Ensuring the safety and security of school children inside the school as well as from home to school and back is also a major challenge. There is an urgent need for a holistic and integrated approach which can effectively protect children from a variety of threats they are exposed to. The 'Comprehensive School Safety and Security Programme Guidelines (CSSSP)' is an attempt at instituting an effective mechanism for assessing, planning, implementing, monitoring and addressing the safety and security of school children through a multi-stakeholder engagement model. It takes due cognizance of the ‘National Disaster Management Guidelines-School Safety Policy 2016’ by National Disaster Management Authority and the ‘Guidelines on School Safety’ by Ministry of Human Resource Development, Government of India and the recent directives by the honourable Supreme Court of India on School Safety while localising the context and creating an umbrella framework.

The comprehensive approach has three programme components:
1. Safe School Facilities and Learning environment
2. Disaster Risk Reduction (DRR)
3. Protection from Violence and Other Forms of Abuse in School
II. OBJECTIVES OF THE MANUAL

• To improve the knowledge and skills of children and the community to identify and manage risk

• To generate awareness and build capacity of all stakeholders (Students, Teachers, PRI members, Parents, SMC, School Authorities) on CSSSP

• To support in developing Comprehensive School Safety and Security Plan for schools with the participation of students, teachers, parents and other stakeholders

III. NEED, SCOPE, APPLICABILITY AND LIMITATION OF THE MANUAL

The West Bengal Comprehensive School Safety and Security Manual applies to all schools in the state viz: primary, upper primary and secondary schools (both government-aided and private) and covers schools in both rural and urban areas.

It covers the responsibility of stakeholders towards safety and protection of children:
• Within school premises during school hours.
• In relation to transportation organised by the school and/or private transport service providers to the extent possible.
• Off-site events organised by the school or when students represent their schools at events outside their schools.

This manual is useful to all elementary and secondary schools, school authorities, the Education Department and relevant stakeholders in the state of West Bengal.

IV. WHY COMPREHENSIVE SCHOOL SAFETY AND SECURITY PROGRAMME?

School safety has been defined as “Creation of safe environments for children starting from their homes to their schools and back. This includes safety from natural disasters, human induced disasters, violence as well as more frequent and smaller-scale fires and other related emergencies, and environmental threats that can adversely affect the lives of children” (National Disaster Management Guidelines- School Safety Policy, NDMA, 2016).

The term “Comprehensive School Safety and Security” in this Manual, refers to and includes the critical and necessary ‘in-school’ and ‘out-of-school’ environment where effective teaching and learning can take place. It supports learning, by creating and promoting a physically, emotionally, socially, and academically secure climate. A focus on Comprehensive School Safety and Security will have a positive impact on students’ behaviour, attendance/drop-out rates, and ultimately, academic achievements. It involves planning for prevention, mitigation, response, and recovery from a wide array of natural, physical, social and technological threats at the school. In the context of West Bengal, it takes the learning from existing approaches to include concerns broadly related to school facilities and the environment, various security and protection-related issues faced by children and the risks arising out of natural and man-made hazards.

Safety, as interpreted in the context of the Right to Education enshrined in the Constitution of India also implies that educational continuity is maintained/resumed even in the immediate aftermath of a disaster/breach in child protection so that children are physically, mentally and emotionally secure in their schools.

The CSSS programme in West Bengal focusses more holistically on the safety and security of children, which includes protecting children from all forms of abuse and violence which adversely affect their physical and emotional well-being.

V. NATIONAL, STATE POLICY AND LEGAL PROVISIONS FOR SAFETY AND SECURITY OF CHILDREN

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This training module is developed under Child Centered DRR programme by UNICEF in West Bengal (2018-20)
VI. THREE PILARS OF COMPREHENSIVE SCHOOL SAFETY AND SECURITY PROGRAMME

The guidelines draw their inspiration and modalities from the Sendai Framework of DRR¹, Manual on Safety and Security of Children, 2014 issued by Ministry of Human Resource Development (MHRD), Government of India. It summarises actions under three broad pillars, viz: 1. safe school facilities and learning environment, 2. disaster risk reduction in schools and 3. protection of children from violence and all forms of abuse in school. The following diagram reflects these components as well as the issues addressed in each component.

¹ Link to know about SPA: https://www.unisdr.org/we/coordinate/sendai-framework
1.1. School Building:
Many guidelines suggest steps to keep the school building safe for children. However, in the case of West Bengal, with vastly different school environments (rural and urban, private and public) and being prone to a variety of hazards, it is important to categorise the school buildings as ‘Existing Building’ or ‘New Construction’ and note the following:

- The Building needs to be structurally stable, safe, weather-proof for housing students and easy to exit in case of emergencies
- Primary schools need to be housed on the ground floor if the building is multi-storied
- The new construction of a building should follow National Building Code norms
- Proper air circulation and lighting must be ensured when constructing a new School building
- Safety Audit must be carried out at regular intervals for all existing school buildings and proper steps taken to mitigate risks
- In long term all school buildings should aim to have earthquake resistant structures.

1.2. Fencing / Boundary:
Planning should take into consideration the requirement and the type of fencing/boundary around a school. In rural areas, most schools are physically separated from the community or the village. So, the boundary and gate are necessary to protect the property during non-school hours. In the case of a school garden, the boundary wall protects the garden from pilferage and animals. Some of the schools are located near the main road and in such cases a boundary wall is essential to protect children from any road accidents during school hours. The Section -19 of RTE Act 2009 mandates that all schools had to comply with several infrastructure provision norms & standards which include each school must have a boundary wall. It is recommended that the Boundary wall be of sufficient height so that no one can scale it. The Boundary wall must have at least 2/3 gates to ensure free, convenient and prompt exit in the case of emergencies. However, entry of outsiders should only be allowed through a single gate manned by guards.

1.3. Playground:
Government of West Bengal recognises that a school playground is integral for the physical well-being of children. Schools should have a playground in the campus and maintain it on a regular basis. As there are games periods every week for each class, the Physical Education (PE) teacher must ensure class regularity and monitor the children’s’ sports activities. There should be first aid provision in school and all teachers and non-teaching staff must be aware of how to use it.

1.4. Classroom:
Classrooms should be white washed at periodic intervals and dusted regularly to maintain hygiene. The windows should be secure with no broken glass or loose fittings. The blackboard in the class room may be hung, placed on a three-legged stand or kept on a chair. Blackboards are also attached to the walls of the classroom. If they are loosely placed, there could be accidents, both major and minor, to children moving around the class room. While constructing the school building, provision of enough ventilators and windows in the classroom must be considered. Air flowing through the ventilators ensures the classroom is fresh and airy, keeping the
children energised and creating the right environment for the teaching-learning process. The classroom floor should not be broken/uneven and may need to be repaired/maintained annually.

1.5. Safe Drinking Water:
There should always be safe drinking water available, including extra provisions during drought/drought-like situations, heat waves, floods and other calamities. Tube wells are the primary source of drinking water in West Bengal. The platform of the tube well should be clean and intact without any cracks. There should be a proper drainage system, so that water can be reused in the garden or diverted to soak pits. In flood-prone areas the platform of the tube well should be above the maximum flood level. Regular quality checking of drinking water (water sample testing ought to be carried out at least twice a year – pre and post monsoon at the nearest water testing laboratory). Purification through chlorine tablets/ use of filters etc. can also be provided in convergence with the Public Health Engineering and Health Departments if regular piped supply/quality borewells are not present. Schools should ensure that drinking water is stored in covered containers that are cleaned regularly and from which water can be poured out/handled with long-handed ladles.

1.6. Kitchen:
The kitchen-cum-store room should be located within the school campus. The school must regularly clean the kitchen surroundings and maintain proper hygiene. The kitchen premises should be clean, with adequate water and space to allow movement. All utensils should be kept clean, washed as soon as possible. The kitchen must be insect free, with the school ensuring regular pest control. There should also be good drainage facilities.

1.7. Mid-Day Meal (MDM):
For groups of 10-12 students from classes I to VIII in Government-aided schools, Madrasahs and, Special Training Schools, the Government of West Bengal serves hot mid-day meals as prescribed in the centrally sponsored scheme. This is one area where all schools need to stringently adhere to health, hygiene and safety standards as it directly impacts the health of children. Quality assurance of mid-day meal and food safety should be an integral part of food handling procedures at the school kitchen. The food provided through these kitchens should be nutritious, free from food adulterants, contamination, pathogens, antifungal non-food grade colours/ additives and adhere to food safety and quality norms. Food safety and handling procedures at the school kitchen, handling, preparation, and storage of food in ways that prevent food-borne illness and contamination. This includes proper routines that should be followed to avoid potentially severe health hazards. Schools should ensure that MDMs are free from any kind of contamination viz. biological, physical and chemical contamination.

The schools should also ensure the supply of fresh and seasonal food ingredients. Regular monitoring of food preparation by the cook is ensured by the headmaster and SMC members.

Mid-day meal cooks should be made aware of hygienic food handling and thoroughly clean food items (ideally in running water) before cooking, wash hands with soap before food preparation and serve, wearing protective accessories such as aprons, caps, gloves, etc.

1.8. Hand Washing Points:
MDM guidelines of MHRD highlight the importance of hand washing with soap for school children and suggest that in each school should have adequate group handwashing facilities allowing groups of 10-12 students to wash their hands at the same time. Peer handwashing with soap sessions is conducted before the mid-day meals are served and is supervised by teachers and child cabinet members who emphasise good hand washing techniques and good behaviour including cleaning of plates and trays before serving and after eating. The hand washing sessions are used as an opportunity to deliver hygiene-related communications, especially the message that hands should be washed with soap at critical times: before eating and handling food and after using the toilet. The sessions can also be used to deliver messages on sanitation and drinking water safety.

1.9. Toilets:
There should be separate, gender-segregated toilets for children and teaching staff with sufficient water for hand washing.

Many circulars of the government have specified toilet standards. In the flood-prone areas, the toilets should be constructed considering the high flood level: All toilets must have doors to ensure safety and privacy. It was observed that where the toilets with proper facilities are available, the doors are locked. They should be kept open during the school hours. Adequate running water must be available for toilet use and hand washing. Schools must ensure availability of soaps for hand washing. In the secondary school there should be a separate changing room in the girls’ toilet to facilitate menstrual hygiene practices (Personal hygiene). The schools need to have a clean and working mechanism for disposing menstrual waste and the toilets should be cleaned daily.

1.10. Sanitation and Hygiene – O&M:
School improvement grant is provided to all schools from SSA for maintenance and cleaning. All disinfectant and cleaning materials should be out of the reach of children. Teachers need to regularly y monitor and ensure that general sanitation and hygiene guidelines are not only in place on the school premises, but also practiced by the children. There is also a provision for free sanitary pads available in secondary school. Schools should ensure the availability of a private space for changing sanitary pads as well as a safe and hygienic disposal system.

1.11. Electric Wiring:
Most schools in the state are provided with an electric connection for computer usage. It is therefore very important for schools to ensure electrical safety. The wiring should be checked on regular basis. Accessibility to the electrical equipment should be limited to teachers or concerned technicians only. Electric poles are present inside the campus or above the school building, a warning sign should be displayed: Teachers and pupils should avoid touching these poles and wiring in order. Sometimes, trees are planted just below the electric line and when the branches grow, they touch the LT line resulting in dangerous sparks. Branches should be checked and sheared off so that they will not touch the electric wire under any circumstance.

1.12. Barrier-free Access to Differently Abled Children:
The concept of access to differently abled children has already been integrated into the functioning of many schools in the State. Wheelchair access is provided at all schools. It is the first acknowledgement of the needs of differently abled children in the community and their right to attend school. With some minor adjustments, (for e.g. ramp) schools can be made accessible to these children. There should be wider doors and adequate veranda (corridor) space for easy wheelchair access. Plinth or doorsteps obstructing access to classrooms and offices should be avoided. Obstructions should also be eliminated from the school grounds. The sports/extra-curricular areas, shaded outdoor lunch/learning spaces and school gardens should be made accessible for all children, including the differently abled.
2.1. Disasters in West Bengal and Their Effects on Children:
The State of West Bengal, owing to its geographical location and high population density, has always faced a range of disasters, most commonly, devastating cyclones in the southern Gangetic Delta and landslides in the Himalayan north. Every year, approximately 25% of the geographical area is affected by severe floods. Fire and industrial accidents (particularly in urban areas) and earthquakes affect almost the entire state. Several districts of West Bengal are in the seismic zone with a couple of them in seismic zones IV and V. Disaster have been defined as “A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources” - UNISDR 2009. When a disaster strikes, be it a natural or human-made disaster, children require special protection to ensure their safety and well-being is taken care of. Various factors, including age, physical ability, health conditions, and other social conditions must be considered. Such events cause serious disruptions to their growth and development as well as to their overall well-being. Fear, violence, separation from parents/caregivers, exploitation and abuse, are direct risks associated with disasters. The loss of the family's livelihood can result in homelessness and extreme poverty too.

Education is the first sector to be affected in any disaster, as schools are disrupted for extended periods of time. There are 95,572 schools in the state with a total enrolment of 12,909,034 students. More than 90% schools are in rural areas. The schools in cyclone-prone areas are developed as cyclone shelters. School buildings often serve as multi-purpose shelters in any community. In addition to its primary role as a learning centre, a school building may also serve as a venue for community events, meetings and as a public shelter in the event of emergencies. Therefore, when a school building is vulnerable to natural hazards, the welfare of the entire community is at risk. Schools can be affected directly or indirectly, in the short or long-term phase of any disaster. An example of a disaster's direct effect is an earthquake that damages the schools or a school building or the flooding of low-lying areas for two to three months. Damage to a school building or infrastructure directly contributes to a reduction in the school's hours, and consequently to a decrease in the quality of education. If students are left anxious, uprooted, out of class rooms for long periods time or relocated to other facilities, it disrupts their education and increases stress. An indirect impact on schools are increased dropout rates in the wake of earthquakes, floods or incidents of civil unrest. It is common for students to leave school either because their parents need them to work for a livelihood or because they are afraid to send their children back to an unsafe school environment. Additionally, children may be unable to attend classes or have problems concentrating because they suffer from the psychological impact of disasters. Thus, vulnerability of a school's facilities must not be seen only in terms of the need to prevent catastrophic damage to buildings. It is equally necessary to prevent situations that may affect the continuity of the services that the school provides. Creating a safe learning environment and school facilities is very important. It requires a lot of effort to improve the performance of various facilities as well as reduce the risk to children and the school community in the event of a disaster. Clearly, safety and security are two important aspects that support education.

2.2. DRR in Schools: Planning for Safety:
Safety of children, their teachers and support staff, needs to be approached holistically and must include both visible and invisible risks that are/have sudden or gradually developed. Designing safer schools requires community input and collaboration so that architects can design
Disaster Risk Reduction (DRR) can be made by disseminating information to the masses. The school plays a very important role in the school community: morning assembly, sports/school day and key stakeholders and includes the following:

1. Strengthening disaster-prepared school facilities should be one of the first responsibilities of the Department of Education. Thus, the manual outlines the disaster risk reduction actions for safe schools in three major sub-components: Multi-hazard Resilient Learning Facilities, School Disaster Management and Risk Reduction and Resilience Education. The DRR in schools is a step-by-step process involving students, teachers, SMC and key stakeholders and includes the following:

2.2.1. Raising Disaster Awareness in the School Community:
The school plays a very important role in disseminating information to the masses. Disaster Risk Reduction (DRR) can be made a part of normal school activities viz: the morning assembly, sports/school day functions, art and science exhibitions etc. In order to mainstream these aspects, National Cadet Corps (NCC), National Social Services (NSS), Nehru Yuva Kendra Sangathan Scouts and Guides, Civil Defence, Fire Department, Police and the Health sector can be roped in to create awareness on basic search and rescue, emergency medical response (first aid), post-disaster counselling, evacuation and collective knowledge pertaining to hazards, including what to do when a hazard strikes. Strengthening disaster-prepared school facilities should be one of the first responsibilities of the Department of Education.

The DRR in schools is a step-by-step process involving students, teachers, SMC and key stakeholders and includes the following:

2.2.2. Formation and training of Student Safety and Security Monitoring Committee (SSSMC):
The school community broadly includes students, school teachers, principal/head master and the parents. The School Education Department, Government of West Bengal has communicated to all school district inspectors to form a Student Safety and Security Monitoring committee (SSSMC) in each school. The headmaster/teachers in charge will constitute the committee as follows:

Table: 1: Student Safety and Security Monitoring Committee

<table>
<thead>
<tr>
<th>School</th>
<th>Primary School</th>
<th>Upper Primary /Secondary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Head Teacher / Teacher in-charge as chairman</td>
<td>Head Teacher / Teacher in-charge as chairman</td>
</tr>
<tr>
<td>2.</td>
<td>A female teacher (or male teacher in case female teacher is not available)</td>
<td>A female teacher (or male teacher in case female teacher is not available)</td>
</tr>
<tr>
<td>3.</td>
<td>Two guardian representatives</td>
<td>Two guardian representatives</td>
</tr>
<tr>
<td>4.</td>
<td>Invite members of health and family welfare /Police, as per specific requirement</td>
<td>Invite members of health and family welfare /Police, as per specific requirements</td>
</tr>
<tr>
<td>5.</td>
<td>2 Children (aged 11-15) from Child Cabinet or Kanyashree Club or Meena Manch</td>
<td>2 Children (aged 11-15) from Child Cabinet or Kanyashree Club or Meena Manch</td>
</tr>
</tbody>
</table>

In West Bengal the upper primary and secondary schools have School Managing Committees (SMC). Therefore, in these schools, the Student Safety and Security committee will be working as a sub-committee of the SMC, which is the key institutional setup for development, protection and day-to-day management of schools. The name of the safety and security committee members should be displayed on the school wall. Their role is to monitor and take appropriate steps (including DRR) to create a safe and secure environment of school-going children. The training should be conducted with the support of the Civil Defence, Fire department and Red Cross society.

This training module is developed under Child Centered DRR programme by UNICEF in West Bengal (2018-20).

2. Guidelines for ensuring safety and security of students in school, Govt. of WB, School Education Department, Memo no. 233 (OE/T dated 26.12.2021)
For school children to continue and complete their education, prevention from emotional and sexual abuse and violence is crucial. Children who are victims of violence in any form at school, such as corporal punishment, abuse (both physical and sexual abuse), are at a higher risk of Psychosocial distress, which needs to be addressed. The Government of West Bengal has committed to protection in schools, setting and implementing the Child Protection Policy in all schools in West Bengal. The policy has a clear and essential focus on the safety of children, and addresses child protection issues regarding neglect, abuse and exploitation. This policy is in consonance with the National Policy for Children 2013, the Guidelines on Corporal Punishment by the National Commission for the Protection of Child Rights (NCPCR), the Juvenile Justice (Care and Protection of Children) Act, 2000 (amended in 2015), the Protection of Children from Sexual Offences Act, 2012 and the provisions of the Right to Free and Compulsory Education Act, 2009.

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

The Government of West Bengal passed two vital orders to protect them in school and ensure their best interests are upheld. In 2011 the School Education Department, Government of West Bengal issued guidelines to prohibit physical punishment and mental harassment of children in schools in the context of exercising powers conferred under sub section (2) of section 35 of the Right of Children to Free and Compulsory Education Act, 2009 (no 35 of 2009).

Also, the school education department issued a guideline for ensuring safety and security of students in schools in October 2017.

### 3.1. The Different Terms and Forms of Child Protection:

**Child Protection:**
Child Protection refers to protecting children from/against any perceived or real danger or risk to their life, their personhood and childhood. It is about reducing their vulnerability to any kind of harm and ensure that no child falls out of the social safety net and those who do, receive necessary care, protection and support so as to bring them back into the safety net. - (ICPS revised guideline GoI)

Generally, the following incidents are considered violations of child protection.
- Physical torture (e.g. beating)
- Mental torture (e.g. withdrawing love and care)
- Sexual exploitation (e.g. perverted sexual acts involving children and exposing them to pornography)
- Any kind of negligence (ex: not taking sufficient care and/or withholding treatment in time of sickness)
- If a child brings harm to himself/herself

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2. West Bengal CP Policy in Schools
3.1.2. Need for Child Protection Policy in Schools:
Child Rights, Protection and Security must be given top priority in schools. In today's education system, this area has an important part to play as children spend a significant part of their childhood in the school environment, which is the second most influential setting for the child after the family. Schools must mandatorily create and implement a Child Protection Policy and efficiently incorporate child protection into their processes, curriculum and staff recruitment. Bringing in the concept of child protection in education systems can lead to essential changes in the ways schools function, in children's behaviour and in the manner in which teachers/school authorities interact with children.

3.2. HOW TO PREVENT THE PHYSICAL PUNISHMENT IN SCHOOLS

3.2.1. Understanding the Problem:
A teacher, apart from being aware about his/her professional responsibilities, must also be aware of student rights and of the anti-social behaviours that students might fall victim to. Children can be subjected to violence and exploitation anywhere. There can be incidents of abuse that may occur in the school premises as well as at home or non-school environments. A child in a teacher's class may be a victim of violence/abuse/exploitation that may happen both inside or outside the school. A teacher cannot ignore it. Rather he/she must try to help the child. This can only be possible if the teacher is able to identify the problem, spend time to understand it and explore possible solutions. Only if the teacher can understand these issues, can he/she be able to lead the students effectively.

Teachers should always remember that their duty is to protect the interest of children and that this does not come to an end once the children leave the school premises. The life of a child who is out of the school system can be transformed by a teacher's positive intervention. The teacher must prepare himself/herself for it and know, understand children's problems and potential solutions.

Once a teacher is mentally prepared and equipped to tackle the problem he/she will be able to contribute and add value in numerous, sometimes unexpected ways.

Additionally, the school should ensure that:
• The student will not be discouraged from being expressive.
• The student will not be mistreated.
• The student will not be exploited.
• The student should not be treated as an instrument to fulfil the desires of parents and teachers.
• The student will not be given extreme punishments.

Apart from a school's responsibilities towards students, students too have responsibilities which they generally execute. However, in recent times, students are getting involved in various criminal acts. As a result, the student's protection and security is hampered. Some of these offensive acts are as follows:

Bullying, Intimidation and Isolation:
These kinds of unwanted and aggressive behaviour focused on oppressing the weak are mostly observed among grown-up students. In this category, different kinds of problems can be observed in the student who is the aggressor and the student who is the victim.

Some of the types and acts of harassment can be classified as follows:

1. Verbal harassment
   a) Imitating
   b) Name calling
   c) Passing sexual comments
   d) Passing sarcastic comments
   e) Giving fear for causing harm

2. Social harassment
   a) Deserting someone
   b) Compelling others to not befriend someone
   c) Spreading rumours and humorous comments about someone
   d) Insulting someone in front of people
   e) Harassing someone because of their race and/or tribe

3. Physical oppression
   a) Beating physically
   b) Spitting on someone
   c) Deserting someone
   d) To push and/or throw someone on the ground.
   e) Showing bitter expressions

Violence:
Nowadays, we witness various kinds of violence in schools viz: unjust treatment, sexual revenge, murder, torture, cybercrime, etc. The environment in which students live is very complex and varied. There are many conditions due to which children's lives are built and influenced to become violent.

Cyber Safety:
1. The school must use internet content filtering hardware appliance (firewall). This restricts the children from wandering away to unsafe internet sites.
2. Every user in the school gets internet access only after user authentication. This helps keep a tab on who is accessing what on the internet.

5. Guidelines for prevention of Bullying and Ragging in Schools, Reg: (D.O. No. 34/5/2012/MSSA)
3. All screen activities are monitored in labs, and their devices, via security software to keep an eye on what the students are browsing.
4. Safe search is enabled on all search engines so that students can’t search inappropriate images on any browser.
5. The school must also conduct separate sessions for parents and students to educate them about the various types of cyber breaches they could come across and also the measures they should take, when online.

Apart from above mentioned problems, children also face mental, sexual harassment and negligence that can lead them to committing harm, if not properly addressed on time. As mentioned earlier, awareness is the first step. Teachers can begin to address these issues at school.

Corporal Punishment:

Nowadays, punishment, oppression and crime are daily occurrences in many students’ lives. ‘Corporal Punishment’ inflicts physical and mental pain and inconvenience to students. Different aspects fall under this category of punishment viz: beating a child inside a room, making him/her stand for an hour, or any kind of physical torture. Due to these punishments, children become terrified, distracted from education and gradually develop criminal tendencies. As a result, students face extreme physical and mental damage. They may become mentally and psychologically imbalanced, sometimes even leading to sickness and death. Physical punishment may seem to be a straightforward subject to deal with, but mental punishment is a very complex issue. A teacher may not even realize that a student has become a victim of mental oppression because of his/her own behaviour.

Situations:
• Treating the student without any consideration and not understanding their needs and emotions.
• Ignoring the student's anxiety and fear
• Disrespecting a student's personal differences
• Assuming the student and calling him a fool publicly
• Rebuffing and shouting at a student in front of others
• Destructive and negative criticism
• Making a student face the consequences of someone else’s mistake
• Convicting a student for someone else’s mistake
• Neglecting and not cooperating with differently abled children
• Discriminating based on race and tribe
• Treating scheduled castes and tribal students without dignity

Apart from these, students also face sexual harassment. A student can be sexually harassed by anyone inside the school, whom they trust.


Our purpose is not to investigate the reasons behind this, but to find ways to prevent such offenses, spread awareness and take care of the students.

Constructive Disciplinary Practices That Teachers Can Adopt:
1. Respect a child’s dignity
2. Develop prosocial behaviour, self-discipline, and character
3. Motivate a child’s active participation in school
4. Respect a child’s developmental needs and quality of life
5. Respect a child’s motivational characteristics and life views
6. Assure fairness and transformative justice
7. Promote solidarity

3.3. SUGGESTED MEASURES FOR PROTECTION OF STUDENTS IN SCHOOLS

3.3.1. Role and Responsibilities of Stakeholders at School:

3.3.1.1. Awareness
1) Awareness Among the Students: It is the responsibility of a teacher to spread awareness. This can continue in the classroom too. Teachers should not confine these awareness sessions to some do’s and don’ts, but rather, converse with students, let them know the importance of safety and get to know them realistically and logically.

If needed, the teacher can draw attention to a real-life situation. “Child Protective Safe Zones” describes to whom the children can express their issues, must be highlighted. These should not be done sporadically, but regularly. Audio-visual elements can be used.

2) Awareness Among the Parents: The teacher must conduct awareness sessions for parents too. There should not be a dependence on one person in spreading awareness, but on every teacher in the system.

There should be at least one orientation period. Teachers can form small groups and interact with the parents on a regular basis even outside the classroom. Active participation of the administration is highly needed and recommended.

3) Awareness Among the Teachers: Teachers should be given orientation on updated child safety measures and legal guidelines at least twice a year. This orientation should be done in the presence of experienced teachers and with an expert’s help. Every matter must be discussed with clarity and people should freely exchange their experiences and ideas.

4) Awareness Among Other Workers of the School: The School Safety and Security Monitoring Committee members and experienced teachers should take part in orientation. The school must also include the mid-day meal workers, school bus drivers and non-teaching staff in this orientation.

3.3.1.2. Preventive Measures: The School Safety and Security monitoring committee should take preventive measures so that child protection in schools is not violated. As the well-known adage goes, “Prevention is better than cure.”

Elements of Preventive Measures:
1) Discussion and Awareness campaigns with Children: Discussion with children about safety and security measures with children is of utmost importance. All children should be informed through campaigns and publicity drives that they have a right to speak up against corporal punishments and complain against an abuser.

2) Discussing with the Parents: Teachers and school authorities should interact with the parents and make them cognisant of the preventive measures that are being taken for their Children’s safety and ensure that they, the parents take preventive measures outside the school environment as well.

3) Orientation of the Teachers: The School Safety and Security Monitoring Committee should ensure that school teachers are oriented by experts. After the orientation, they will be aware of the methods and can also spread awareness among parents and students.

4) Vigilance: Assault and oppression can be prevented if vigilance is maintained inside the school during the school hours. The teachers and other school workers can take turns to do this. Care must be taken to do this discreetly, so as to not effect a student’s privacy. Vigilance can also be ensured by installing CCTV Cameras in schools.

5) Peer Group Support: Many a time, crimes take place because the offender finds the
student alone. In this case, friends should always be with each other and leave no one alone inside the classroom. This will minimise the chances of a crime. Both teachers and parents must take responsibilities in spreading this awareness.

6) Sanitation Support: Toilets should be kept clean with sufficient lighting. Special arrangements such as placing waste paper baskets in toilets, cleaning them regularly and installing first aid boxes with sanitary napkins, should be done.

3.3.1.3. Reporting
Reporting child abuse has two dimensions to it:

a) Immediate and Primary Reporting: When any person comes to know of any incident of child abuse, he/she reports it immediately to the SSMC.

b) The students should know whom to report to when such incidents take place. This can be verbal or written, or both. If there is an eye witness, he/she should inform the school authority immediately. This is a mandatory requirement. If only students are involved, then the school authority should give chances to both parties to explain themselves and clarify their respective stands.

c) Written, Descriptive and Continuous:

· A mechanism for children to express their grievances both directly and anonymously should be provided. As mentioned earlier, drop boxes for complaints should be placed in a common place in the school and a process mechanism, developed.
· Anonymity of the children/parents should be maintained while sharing the details of the complaint/grievances with other agencies, such as the media, in order to protect the parties’ privacy/confidentiality.
· It is the responsibility of the school management to enable the formation of ‘class talab sabha’, so that children of all ages can positively engage with democratic processes.
· Among its various functions, the student council should also decide on a set of codes and rules that do not violate children’s rights and the right to education.
· Clear-cut protocols should be framed by the school for redressing grievances of the students and/or parents.
· The School Management Committee (SMC) should engage SSMC to monitor and investigate cases of corporal punishment.
· The SMC should keep the safety measures continuous - There are two areas of safety –
  1) Preventing any kind of oppression
  2) uprating and improving the infrastructure.
· The school authorities must upgrade the infrastructure every year in a planned manner so that students are not affected. There should be innovation in spreading awareness about safety and protection against abuse.

The Role of the SSMC while Monitoring Corporal Punishments, Child Sexual Abuse, Mental Harassment and Discrimination:

· To hear the grievances related to corporal punishment, child sexual abuse, mental harassment and discrimination without any delay whatsoever and preferably on the same day of the incident. It should be noted that any delay can result in the evidence being doctored in favour of any other party. When children continue to remain in the custody of the school/teachers’ community, they are susceptible to the influence of the school management/teachers. This should be checked.
· To ensure that students are not forced/influenced by the school authorities to testify in their favour before media/police/court of law or any other authority.
· To check whether adequate steps have been taken to prevent corporal punishment, child sexual abuse, mental harassment and discrimination.
· To ensure that whenever such incidents occur at school, the ‘victim child’ is always protected and provided for, under the supervision of this committee, the best possible speedy care – medical and psychological – and that the required treatment for the trauma, that the child has suffered from, is administered.
· The recommendations of the SSMC must be first discussed with the School Management Committee, and then forwarded to the district level authority for such matters, with a copy to the Taluk/District Legal Services Authority within 48 hours of the incident’s occurrence for appropriate action.
### Checklist for safety of Children in School

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Description</th>
<th>Yes/ No</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is the school located in an old or dilapidated building?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Are there any cracks in the building of the school and steps are being taken to improve them?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Whether the wall/roof plaster in the building is broken?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Is the school building and premises free from flammable and poisonous substances?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Are there ramps to enter in school, classrooms, toilet, playgrounds, libraries and canteens for divyang children?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Are the electrical fittings in the classrooms and corridor are safe and secure?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Are the corridors, staircase, classroom doors and emergency exits are free from obstacle?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Is the first aid kit available in the school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Is there an adequate firefighting system in place for the emergency?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Is there a trained disaster management team available in the school to deal with fire hazards?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Whether the water filter/ROs in the school are working properly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Is the source of water in the school well protected?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Is drinking water tested by local authorities from time to time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Does the school always ensure safe drinking water?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Is there different toilets for boys, girls and Divyang Children?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Toilets are regularly kept clean and hygienic and especially for the girls, there is a system for disposal of sanitary pads and other wastes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Is the kitchen kept clean, hygienic and free from pests and rodents?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Are children regularly made aware of good touch and bad touch?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Whether the anti-bullying committees has been constituted in the school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Is there any shop selling harmful substances such as tobacco, alcohol, and drugs drug stores near the school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Is there a POCSO Box available in school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Are the mock drill conducted in school?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### How to Prepare School Safety & Security Plan

<table>
<thead>
<tr>
<th>Steps</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Information about School and situation analysis</td>
</tr>
<tr>
<td>2</td>
<td>Assessment of Disaster, Risk and Vulnerabilities</td>
</tr>
<tr>
<td>3</td>
<td>Plan for Preparedness Measures</td>
</tr>
<tr>
<td>4</td>
<td>Plan for Emergency/ Disaster Response</td>
</tr>
<tr>
<td>5</td>
<td>Prepare Mitigation Plan</td>
</tr>
</tbody>
</table>

- 1. Formulation of School Safety & Security Committee
- 2. Formulation of Child Protection Committee
- 3. Constitution of School Disaster Management Teams and their capacity Building
- 4. Identification of resources available inside school
- 5. Identification of resources available outside school
- 6. Preparation of evacuation map
- 7. Annual calendar of capacity building activities to reduce disaster risk in school
- 8. Mock drill calendar
- 1. Alternative arrangement for continuation of school education
- 2. Provision for Divyang Children
- 1. Non-structural mitigation measures
- 2. Safety Audit
## Annual Capacity Building Calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>Capacity Building Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Road Safety: Awareness of children on Road safety</td>
</tr>
<tr>
<td>February</td>
<td>Earthquake: Awareness of children on earthquake management and conduct Mock-drill.</td>
</tr>
<tr>
<td>March</td>
<td>Heatwave: Discussion and awareness on measures to avoid Heatwave.</td>
</tr>
<tr>
<td>April</td>
<td>Fire: Awareness of children on fire safety and conduct of fire safety Mock-drill.</td>
</tr>
<tr>
<td>May</td>
<td>Drought: Discussion and awareness on the measures of drought.</td>
</tr>
<tr>
<td>June</td>
<td>Holidays</td>
</tr>
<tr>
<td>July</td>
<td>Cyclone: Discussion and awareness on safety measures at time of cyclone or storm.</td>
</tr>
<tr>
<td>August</td>
<td>Snake and Scorpion bite: Discussion and awareness on measures to avoid snake and scorpion bite.</td>
</tr>
<tr>
<td>September</td>
<td>Dengue Fever: Discussion and awareness on the prevention of dengue, malaria, and viral fever.</td>
</tr>
<tr>
<td>October</td>
<td>Air Pollution: Discussion and awareness on measures to avoid Air pollution.</td>
</tr>
<tr>
<td>November</td>
<td>Child Protection: Discussion and awareness on protection, child rights and measures to protect from child abuse.</td>
</tr>
<tr>
<td>December</td>
<td>Cold wave: Discussion and awareness on measures to avoid Cold wave.</td>
</tr>
</tbody>
</table>

1. Creating safe school environment
2. Preparing Disaster Risk Reduction plan
3. Generating awareness to make our school safe and secured from violence and abuse