

Inclusion, Health and Safety

Key Domain VI



**Inclusion, Health
and Safety**






KEY DOMAIN VI

Inclusion, Health and Safety

About the Domain

The idea that ‘all children can learn’ forms the underlying basis for ‘universalization’ of education. The RTE Act further lends credibility to this notion that all children can learn irrespective of their gender, caste, socio-economic background, etc. This necessitates inclusion of children with diverse backgrounds into the ambit of schooling. Inclusion not only means ‘including all’, but also providing equal opportunity to every child, thereby following the principles of equity. Furthermore, including all children in equitable ways demands the creation of a safe and healthy environment that ensures the physical and emotional well-being of all learners. This domain therefore highlights the Core Standards related to health, hygiene, physical and psychological safety in the school. It also looks at an all pervading inclusive environment for each stakeholder- teacher, parent and the larger community.



Key Domain	Core Standard
Inclusion, Health and Safety	<ul style="list-style-type: none"><li data-bbox="606 486 1000 525">▪ Inclusive Culture<li data-bbox="606 601 1638 639">▪ Inclusion of Children With Special Needs (CWSN)<li data-bbox="606 715 962 753">▪ Physical Safety<li data-bbox="606 829 1066 868">▪ Psychological Safety<li data-bbox="606 943 1058 982">▪ Health and Hygiene



REFLECTIVE PROMPTS

Q1. What does the school understand by the term inclusion?

Q2. How does the school build an environment of physical and emotional safety for all?

Q3. What are the steps taken by the school to ensure good health and hygiene?

Q4. What does the school do to prepare itself for disaster management?

Q5. How does the school ensure safety of its students outside the school premises?

Q6. What does the school do to prepare itself for disaster management?

FACTUAL INFORMATION

(School may response for more than one option in a question, if required)

1. Number of learners:

a. boys _____

b. girls _____

c. other _____

2. Number of learners of different categories enrolled in the school:

a. SC _____

b. ST _____

c. OBC _____

d. BPL/ EWS _____

e. GEN _____

f. CWSN _____

3. a) Number of CWSN in different categories enrolled in the school:

b) Number of CWSN in different categories getting aids and appliances:

4. **Number of learners given scholarships in the following categories:**

a. CWSN _____ b. BPL/ EWS _____ c. SC _____

d. OBC _____ e. Girls _____ f. ST _____

5. **i. Are resource persons available for CWSN?**

Yes No

ii. Areas in which programs have been organized for learners:

a. first-aid

b. adolescent/ sex education

c. substance abuse

d. safety mock drills

e. road safety/ traffic regulation programme

6. Do you have evacuation plans in the event of fire, earthquake, flood, landscaping, etc.?

Yes

No

7. List the committees, if any, dealing with sexual harassment or abuse:

8. Has the school arranged for any counselling session for students?

Yes

No

9. a. Number of learners who have undergone medical/ health check-up last year

b. List the items covered in health checkups:

c. Number of camps arranged by the school last year:

i. medical/ health _____

ii. HB check-up camp _____

iii. road safety awareness programme _____

iv. health, hygiene & sanitation awareness camp _____

d. i. Number of times health practitioner invited for medical/ health camp _____

ii. Give the details of the practitioner(s) _____

Core Standard	Descriptor		
	Level 1	Level 2	Level 3
Inclusive Culture	School ensures that no child is denied admission on the basis of caste, gender, language, economic status, disability, etc.; convinces parents of diverse backgrounds to send their children regularly to the school	Teachers maintain equity among children, parents, peers and other staff on the basis of caste, gender, socio-economic background, etc. during classroom tasks, activities, seating arrangement, etc.; give special attention to girls and disadvantaged groups to promote equity	School responds to the needs of all children with varying abilities and backgrounds; values and ensures participation of all children, irrespective of their different physical, emotional and learning abilities; encourages parents from diverse backgrounds to actively participate in SMC/ SDMC meetings and other school activities



Core Standard	Descriptor		
	Level 1	Level 2	Level 3
Inclusion of Children With Special Needs (CWSN)	Teachers are aware of children with visible disabilities; school maintains records of the same; extends support for activities for which funds and resources are provisioned and documents the same	School is aware of Persons with Disabilities Act; leverages the support of available resource person to identify and support CWSN; teachers attempt to attend to their needs with special aids and curricular material; follow curriculum for CWSN with minor adaptations like making small changes in learning content, using appropriate learning approach and assessment methods; ensure CWSN are learning as per the targets mutually agreed upon with the parents	School involves the community and local NGOs in the identification and subsequent support needed for CWSN; monitors and documents the progress of CWSN regularly; includes CWSN in general classrooms with the rest of the class; builds teacher capacity for the same through training; teachers share inspirational stories of accomplishments of people with special needs



Core Standard	Descriptor		
	Level 1	Level 2	Level 3
Physical Safety	<p>School checks its status of compliance against existing laws on school safety, including road safety norms and safety status of school building; takes measures to ensure safety in the existing school building and additional construction, if any; ensures that the building and its surroundings have necessary safety provisions e.g. displays providing information on safety equipments, emergency exits, emergency contact numbers, first-aid kits, fire-extinguishers, etc.</p>	<p>School ensures safe storage and usage of potentially hazardous materials with special attention to kitchen & laboratories; monitors entry and exit of visitors; undertakes safety drills as mandated; ties up with local agencies for handling emergency situations; makes arrangements for keeping the building safe from rodents, reptiles, stray dogs etc.; allocates responsibility for all safety related activities; identifies accident prone areas and ensures signboards are placed by relevant agencies in the vicinity of the school to prevent accidents; ensures the presence of personnel to regulate traffic during peak hours and in accident prone areas as and where needed</p>	<p>School undertakes awareness-building exercises on disaster management for all stakeholders; has a structured emergency response plan, including communication modes and mechanisms like maintenance contract (for keeping building free from rodents, animals, etc.); reviews such plans and mechanisms regularly; conducts training/seminar/ workshops periodically to sensitize learners on safety measures and precautions ; integrates awareness programmes and safety drills with teaching-learning; checks that transport arrangement is safe for learners; participates in traffic regulation awareness programmes</p>



Core Standard	Descriptor		
	Level 1	Level 2	Level 3
Health and Hygiene	School occasionally checks cleanliness and sanitation of its premises and the personal hygiene of children; provides dustbin for waste; records height and weight measurements of all children	School has a policy on health, hygiene and sanitation; continuously ensures cleanliness and sanitation of all its facilities, the quality of the Mid Day Meal and the personal hygiene of children through regular checks and drives; undertakes appropriate measures for waste disposal; initiates awareness building programs; creates growth charts of children to check status of their health; facilitates regular primary health checks (including dental and eye checkup	School and SMC together monitor cleanliness, sanitation in the school and the personal hygiene of children; conduct orientation programs/ workshops on health, hygiene and sanitation for parents/ guardians; invite health practitioners for such events; advise parents/ guardians about health related problems noticed in the school; arrange for professional medical advice for children engaged in substance abuse



SOURCES OF EVIDENCE

Referential Evidence (Norms/ Guidelines/ Register/ Government Orders)

- **RMSA Framework: Chapter-IV (pp.22-28), VI (pp.42- 47)**
(http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf)
- **SSA Framework: Chapter-III (pp.23- 53)**
(http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/SSA-Frame-work.pdf)
- **NCF-2005: Chapter-IV (pp.78-100)**
(<http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>)
- **RTE Act-2009: Chapter-II (clause 3 at p.3), IV (clause 17 at p.6), VI (clause 31 at p.9)** (<http://ssa.nic.in/rte-docs/free%20and%20compulsory.pdf>)
- **Swachh Bharat Swachh Vidyalaya, 2014 (pp.1- 45)**
(http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Eng_Swachch-Bharat- Swachch-Vidhalaya.pdf)
- **School Safety, National Disaster Management Division**
(http://www.ndmindia.nic.in/School%20Safety%20Draft_Series1.0.pdf)

Supportive Evidence Available in the School

- **Records of admission of children with details of their background**
- **List of projects related to health, hygiene and inclusion**
- **List of the requirements of CWSN as identified by the teachers**
- **Record of curricular material, aids and appliances available and required for CWSN**
- **List of tasks, activities and programs in which parents were involved in the school**
- **Samples school displays on sensitive, health and safety issues like child abuse, 'good touch', 'bad touch', etc.**
- **Response plans for emergency in the school**
- **Mechanism for receiving the complaints and grievance of learners and parents; availability of complaint box in the school**
- **Records of one to one counselling sessions for learner**
- **Records of health checkups of children**
- **Records of measures undertaken for building safety**
- **Records of cleanliness checks**
- **Records of programmes building awareness on safety, health and hygiene**

Evidences School Needs to Create

- **The school can create evidences using following devices/ techniques:**
- **Observation of school in relation to health, hygiene and inclusion**
- **Interaction with parents, learners, community to cater the needs of all children**

INNOVATION (S)



RESPONSE MATRIX

Core Standard	Level 1	Level 2	Level 3
Inclusive Culture			
Inclusion of Children With Special Needs (CWSN)			
Physical Safety			
Psychological Safety			
Health and Hygiene			

PLANNING FOR IMPROVEMENT

Core Standard	Level	Prioritize Area of Improvement			Proposed Action	Timeline (Put a tick mark (✓) on appropriate year)		
		L	M	H		Y 1	Y 2	Y 3
Inclusive Culture								
Inclusion of Children With Special Needs (CWSN)								
Physical Safety								
Psychological Safety								
Health and Hygiene								

L-low, M- Medium, H-High, Y-1 for Year-1, Y-2 for Year-2 and Y-3 for Year-3

THANK YOU

