



Lancers[®]
International School
An IB World School



Cambridge Assessment
International Education
Cambridge International School

SCHOOL SAFETY POLICY

and

CHILD PROTECTION DOCUMENT

Lancers International School follows these operating guidelines with the objective of making school children safe while at and during travel to and from the school.

We recognize that school safety is on top of any school's priority list. These guidelines are not intended to be an exhaustive list of practices and policies to be followed, but rather guidance on steps that we take to ensure the school is positioned to prevent, prepare and respond to, as well as recover from an emergency.

Table of Contents

A. INTRODUCTION	3
1. Objectives	3
2. Applicability	4
B. SECURING OF PREMISES	5
1. Entry and Exit Points	5
2. School Perimeter	5
3. Neighbouring Premises	6
4. CCTV and GPS	6
C. SAFEGUARDS RELATING TO STAFF	7
1. Process	7
2. Purpose	7
3. Coverage	7
4. Procedure	7
5. Contractual Staff	8
6. Identity Cards	8
7. Staff Records	8
D. SAFEGUARDS RELATING TO ENTRY/EXIT OF STUDENTS	9
1. Student Identity Cards	9
2. Student Data Record	9
3. Ensuring Safety For Children Using School Transport	9
4. Ensuring Safety For Children Travelling By Means Other Than School Bus	11
5. Special Attention for Children with Special Needs	12
6. Other Measures For Safety Of Children While At School	15
E. EDUCATION & AWARENESS BUILDING	17
1. Duty of Care	17
2. Teacher Code of Conduct	18
3. Awareness Sessions	19
4. Non-Teaching, Contractual & Other Staff Orientation Programme	19
5. Parent Roles	21
F. SAFETY COMMITTEES	23
1. Employee Welfare Committee (EWC)	23
2. Child Welfare Committee (CWC)	23
3. School Safety Committee (SSC)	24
4. Composition	24
5. Responsibilities	24
6. Roles	25
Vigilance Officers	25
Health Officer	26

Cafeteria Officer	26
School Administrator	26
7. Emergency Drill	27
G. FEEDBACK MECHANISMS	28
1. School Counselor	28
2. Helpline	29
3. Complaint/Suggestion Box	29
4. Mechanism for Reporting a Case of Abuse	29
5. Interface with Gurgaon Police on Safety Matters	31
ANNEXES	
	33
1. Visitors Slip	33
2. Student Movement Plan	35
3. Communication Plan	37
4. Crisis Management Plan	40

A. INTRODUCTION

Children spend a large part of their day in schools and while travelling to and from their schools. Their safety during this time is exceedingly important.

There is a clear and significant role each school has to play in the Prevention, Reporting and Handling of Child Abuse, and other safety-related accidents during the time children are entrusted to the care of the school. The School Board of Directors, Principals and Senior Management teams have primary responsibility for the care and welfare of their students. Teachers are the main caregivers to children outside the family and play a key role in ensuring their safety, while grooming them to cope with threats to their personal safety.

1. Objectives

In affirmation with the Gurgaon Police Guidelines and The Juvenile Justice (Care and Protection of Children) Act, 2000, this document puts in place a series of preventive measures that ensures that Lancers International School is a safe zone, where children can feel comfortable and relaxed, and are in no danger whatsoever during their time at and while travelling to and from the school or while on school trips. These guidelines mandate all members of the school to create a caring, protective and safe environment for all children, to reduce their vulnerability in all situations and facilitate their safety in all places, including public spaces.

The specific objectives which these guidelines aim to achieve is the safety of children, specifically safety in each of the following aspects:

- a. From risk of kidnapping by any person, within or outside the school while at or travelling to and from the school on school buses, or while on school trips.
- b. From abuse, be it verbal, physical or sexual by any member of staff, be it teaching/non-teaching/contractual, older students or another other person on the premises/while on the transport route.
- c. From bullying, threats by older children (specific attention is drawn to problem as reported of older children seeking protection money or favours from younger children).
- d. From internet/cyber bullying/abuse on Facebook/twitter/YouTube etc. by circulation of undesirable/objectionable material by school children or staff involving school children.
- e. From misuse of electronic/telephonic media at schools leading to obscene emails/texts /videos/etc. during or after school hours by students or staff involving school children.
- f. From traffic accidents at/outside premises while boarding buses, crossing roads in vicinity, etc.
- g. From accidents on premises due to fire/short circuits etc.
- h. From accidents/any sort of mishaps during travel on school buses or while on school trips.
- i. From threats by natural calamities such as earthquakes, flooding, etc.

2. Applicability

These guidelines outline safety measures in place at Lancers International School.

The safety of children at school and during their travel by school transport or while on school trips is the sole responsibility of the school management and it therefore falls on the school management to prevent, report and handle any cases of mishap or abuse, and do their best to protect children during force majeure circumstances like earthquakes, floods, etc. by better preparedness and effective systems in place.

These guidelines may be revised from time to time, with the continued objective of making Lancers International School safer and plugging any loopholes that may continue to exist after implementation, and incorporating feedback received on same.

B. SECURING OF PREMISES

1. Entry and Exit Points

- a. Entry/exit of all persons in the school should be logged clearly with their in and out times specified, so that at any point, there is a clear record of both insiders and outsiders present on the premises.
- b. A record of all staff reporting for duty is maintained at the school in the form of electronic swiping and by signing a register. All contract staff log their sign in and out times as well.
- c. The class teachers record daily student attendance at the beginning of each day.
- d. A separate register is maintained for visitors or parents, including their name, address, telephone no., purpose and person being met, in and out time, and signature.
- e. A visitor pass is given, and signed by the person who has been met; it is handed back at the gate on exit and tallied every two hours to ensure that all visitors have left the premises. A specific check at the end of the day is likewise made.

2. School Perimeter

- a. The school's perimeter is secured to control access to the premises.
- b. There are three entry/exit point to the school. These entry points are manned by a security guard maintaining a record of every entry and exit in a register.
- c. Walls around the school are high enough to prevent any scaling; barbed wire and glass-pieces atop the same must be in place.
- d. Access to the bus area, gym, swimming pool, sports rooms/fields, cafeteria, toilets are confined to persons whose presence in the area is required, and are therefore specifically authorized access to these areas; loitering in such specific areas by unauthorized personnel are strictly prohibited.
- e. Admin/Security department has a list of restricted areas and names of persons permitted entry, and these are displayed on a notice board on the school premises.
 - Bus drivers and conductors are instructed out-of-bounce areas. They are not allowed to enter the school building without any approval from the school administrator.
 - School helpers (except Didis assigned in the classrooms and washrooms), carpenters, engineers, gardeners and electricians are not allowed inside the classrooms at any time. Any repairs or carpentry work will be done only after school hours or on

weekends.

3. Neighbouring Premises

Unauthorised vendors, carts, shops and other establishments in the immediate area and boundary of schools are removed. Authorised vendors should possess a license, which is endorsed by the local police station.

4. CCTV and GPS

- a. The school has adequate CCTV coverage.
- b. Cameras cover all critical areas of the premises. Areas for specific attention are as indicated:
 - Entry and exit points of the school, including side entrances
 - All corridors and staircases
 - Library, infirmary, auditorium
 - Inside elevators
 - Dining halls, sports rooms, computer labs
 - Entrance to classrooms
 - Entrance to toilets
 - Sports fields, swimming pool
 - Areas where buses assemble
 - Entry and exit point of premises
- c. The cameras have recording capacity of the footage of at least 45 days.
- d. A control panel is set up and a dedicated person monitors the CCTV cameras.
- e. CCTV equipment are maintained regularly and is ensured that once installed, the footage is viewed and the equipment used to bring in a strong control.
- f. School buses have GPS system.

C. SAFEGUARDS RELATING TO STAFF

All school employees undergo a 360-degree verification as specified below:

1. Process

The employee's complete employment record is checked with specific reference checks against each employment on the resume. Any past history of social violations are checked through police verifications at all addresses given in his/her resume.

2. Purpose

Staff verification is an important consideration and appointment can be withheld if there is any indication that a person did not demonstrate a high moral character.

Accordingly, it is specifically required to check with all past employers the reason for the employee's departure, to ensure there is no difference between stated reason and actual reason, which would be an immediate warning flag.

3. Coverage

The term 'employee' refers to full-time staff on the rolls of the school, as well as part-time and contractual staff such as contractors and their workers, specifically construction staff, sanitation staff, security guards, cooks, canteen staff, gardeners, etc.

It includes the staff that is provided by external provides for housekeeping, electrician, plumbers, etc. It specifically includes bus drivers and conductors, whether the transport staff is outsourced to a third party or is on the rolls of the school; in this respect, it is ensured that all bus drivers have a valid driving license, minimum stipulated years of experience and no cases pending against them, as per the Supreme Court guidelines in this regard.

4. Procedure

References as specified above are duly checked and a copy retained in school records.

- a. In case there is no such verification record of current employees who have been with the school less than 6 months, this verification procedure must be completed retrospectively.
- b. This procedure is strictly followed with all new recruits to the school.
- c. All support staff of the school are interviewed by the Human Resource Manager and recruited only after a due background check, especially those who have access to toilets, medical rooms, such as cleaners, helpers (Didis), nurses, etc.
- d. All transport staff, even if provided by contractors has been verified. The school maintains a copy of police verification for such staff, with details of contacts of their hometown, as well as 2 referees from

hometown and 2 referees from Gurgaon. Likewise, police verification is being obtained for other outsourced activities like canteen, etc. Format to be used is Police Verification Form from Gurgaon Police website.

5. Contractual Staff

- a. All construction and repair work on school premises are done only after school hours.
- b. No entry of plumbers, electricians, carpenters, labourers, etc. is to be permitted on premises during school hours even if a new wing is being constructed.
- c. Contractor must obtain police verification format for all such contractual staff in his employ and deposit a copy with the school Vigilance officer.

6. Identity Cards

All school staff members are issued photo identity cards that are displayed while on the premises.

Identity cards are provided for drivers and other contractual staff who are on the premises daily.

For staff such as electricians who may be summoned on a specific basis, a visitor card is issued and monitored to ensure due exit of the person after completion of the job.

7. Staff Records

Bio data with personal details of all staff, permanent or contractual are maintained as part of school records. Besides a photograph and signature (or thumb impressions), it also contains past employment details, addresses of local residence, hometown, and person's mobile and landline numbers, family member contact numbers in Gurgaon, 2 references from hometown and 2 from Gurgaon.

The school also maintains a database of all staff and is updated when a person leaves, with the reason for leaving.

In case this is linked to misconduct, criminal offense or abuse of any sort, this may be intimated to the local police station.

D. SAFEGUARDS RELATING TO ENTRY/EXIT OF STUDENTS

1. Student Identity Cards

The school issues a set of 2 identity cards for every child, one that will be worn by the child (student ID card), and the other to be retained by the parent (student exit card).

The identity card has a photograph of the child with name, class & section, names and mobile numbers of parents.

Identity cards are worn by all children, irrespective of whether they travel by school bus or some other shared transport or whether they are being dropped and picked up by the parents/other arrangement.

2. Student Data Record

The school maintains contact numbers of both parents in its records as well as details of siblings in the school. Additionally, phone numbers of other emergency contacts are also maintained, in case the parents are unable to take the call due to an emergency.

3. Ensuring Safety For Children Using School Transport

- a. Children reaching school by bus have a safe passage from the bus to the school premises. The school bus stops within the boundary wall of the school.
- b. Once the morning drop-off has been done, the school bus-in-charge ascertains with the help of guards that every single bus has been emptied and no child has remained in a bus, before the buses move to park or leave the premises, as may be the case.
- c. At dispersal time, a designated teacher accompanies children of classes Start Up to Grade 5 to the school bus in a group.
- d. Every bus has one female teacher and one female helper present on the route.
- e. Attendance of all children on that route is taken by the teacher in charge of the bus at the start of the journey.
- f. At dispersal time, after attendance is taken, if any child who was present in the morning is missing, the bus teacher to the bus-in-charge immediately informs the child's name.
- g. In case a child who usually travels by bus is being picked up by the parent for some reason, this should be done only after due procedure of request from parent to the Class teacher, and a specific gate pass signed by the bus-in-charge. This gate pass is required to be given at the gate when the parent leaves with the child (if in Class 5 or below)

or by the child him/herself (if in Class 6 and above).

- h. Care is taken that at no time should a child (especially a female) remain alone in the bus with the driver and male conductor, and presence of an adult female is essential, whether at the start or at the end of a journey.
- i. Routing is accordingly planned so that the first and last child is not a female; also it is a must to have the Didis/ teacher present so that the first child, even if male, is not left alone with bus driver/conductor.
- j. Routing of the bus is planned so that children are dropped as close as possible to their residence. In case of 5 or more children from the same condominium at a bus stop, the children are dropped at the gate itself and the route altered accordingly.
- k. The bus driver ensures that the doors of the bus are closed before he begins moving.
- l. At the time the bus begins to move from the spot both on the school grounds as well as at every stop thereafter, the conductor using a whistle shall be present on the ground to check that clear access is available to move, or particularly to reverse, with no children/other people are in the way, and indicate with a series of short whistles to proceed, or a long whistle as a caution to stop immediately.
- m. A transport-in-charge supervises safe and smooth movement of children and buses, and also that there is the presence of an adult female on board before the bus leaves the premises.
- n. When children especially those in Class 5 and below get off at their bus-stop at/near their homes, they are not left alone on the road but are handed over only to the parent/maid or authorized representative upon showing the identify card in their custody. The school impresses upon parents that it may not be safe even for older children, especially girls, to walk alone from the bus-stop to their home depending in the specific location and circumstances, and parents should ideally make arrangements for the child to be met. It is the joint responsibility of school and parent to minimize risk to the child and equip them with the confidence to handle risks in an age-appropriate manner; therefore the school will attempt to drop the child off closest to the gate, and should this not be possible, parents must make arrangements to prevent them walking alone or ensure that they are adequately equipped to manage this confidently, with a good awareness of safety skills.
- o. In case the parent/representative has not reached to pick-up a child of Class 5 or below, under no circumstances should the child be left on the road. In the event there is another known parent in the same complex willing to take responsibility, this may be permitted as an

exception after the teacher confirms this with a parent. If there is no one else to pick up the child, the child may not be permitted to alight, and the teacher on the bus will coordinate with the parent for getting off at the next convenient stop.

- p. Once all children are dropped at their stops, the bus-conductor must report to the Admin in charge confirming that the route is completed.
- q. The Bus-in-charge will tally all reports and make a call to any bus, which has delayed its message reporting completion of route.
- r. Apart from safe passage of children, the School Bus-in-charge is also responsible to ensure that all safety aspects by bus-drivers are complied with, including strict speed regulation, safe driving habits, and specifically never answering mobiles while driving. In addition, all school buses must conform to the Supreme Court Order in this regard and the Surakshit School Vahan policy dated 30.1.14 of the Transport Commissioner in place for the state of Haryana, in respect of specific guidelines ensuring use of working speed-governors, first-aid boxes, certificate of fitness, etc. Compliance in respect of drivers valid license, prior offences, minimum experience of 5 years of driving such vehicles, etc. must be ensured.
- s. The school has a system by which the parents should be in a position to remain connected with the school bus in case of emergency or delay. The phone number of the bus driver is not given to parents to prevent him from taking calls while driving. Instead, either the number of the conductor, the teacher or the Didi on the bus is shared. Alternately, one or more designated persons from Admin connects parent and bus staff, so that only the really urgent calls are passed through to the staff on the bus.

4. Ensuring Safety For Children Travelling By Means Other Than School Bus

- a. Children are not allowed to leave the school premises on their own but must be picked up from the designated spot within the premises by the parent/authorized representative after showing the parent identity card. Handing over the child to the parent/authorized representative must be supervised by the Class teacher /representative /Admin representative.
- b. In case the parent who usually picks up the child cannot come to pick up their wards at the last minute for some reason, they must compulsorily inform the schoolteacher concerned (or the Admin in charge) through SMS or phone, if not informed already in writing through the child by a note or almanac. They may then authorize someone else to pick up their child who must carry the identity card.
- c. Handover of child to a person not carrying the identity card is not allowed, unless in exceptional circumstances where the teacher

recognizes the parents or has been informed specifically either on phone or in person explained the extreme circumstances under which the reason that the meeting person will not be carrying the card.

- d. Each morning, the school ensures adequate number of teachers, Didis and security guards are present at the drop-off point for those reaching by cars, to ensure that the safety of children is not compromised, and the students safely reach the school gate.
- e. Likewise, at dispersal time as well, the school ensures that adequate number of teachers, didis and security guards is present at the pick-up point, to ensure that the safety of children is not compromised.
- f. School guards at dispersal area do not leave till the last students have dispersed to prevent any single case of a child waiting alone on a public road.
- g. School guards are trained at alertness to watch for any undesirable characters that may be loitering in the area, particularly faces seen frequently even if they have no reason to be present.
- h. The school has in place the following measures to deal with the menace of underage driving, which is an offence and directly places the child and other commuters on the road at risk. Gate guards must report any such cases immediately to the Admin in charge, who will in turn report to a higher authority. The child or children in question must be spoken to by Principal and explained the dangers of this offence. Parents must be summoned, made aware of the seriousness of the offence, and their role by permitting the child use of the vehicle and their undertaking to prevent this from happening again must be obtained.

5. Special Attention for Children with Special Needs

Children of special needs are at far higher risk of abuse, particularly sexual abuse, because they are seen as soft targets for the following reasons:

- a. They are not often aware that they are victims of abuse because of a limited sense of danger and a limited understanding of sexuality or sexual behaviour
- b. They are also at far higher risk because of a lack of mobility, high reliance on adults for many of their needs, having a variety of caregivers and care settings and/or need for intimate care such as washing and using of toilets
- c. If they are aware, they are less likely to report this for because of poor communication skills/ limited verbal ability and/or fear of not being believed as they often suffer from poor self-confidence, low self-esteem, feelings of isolation, powerlessness and limited assertiveness

Accordingly, special steps must be taken in case a school has any special needs students.

- a. Classes / sessions will at all times take place in classrooms that are unlocked.
- b. All classrooms and sessions will be observable at all times either through CCTV, viewing windows, or through physical access for observation
- c. The room should be open, accessible and well lit.
- d. Attention must to give to special infrastructure that may be required, including ramps, railings, toilets for disabled that can accommodate wheelchairs, to minimize inconvenience for those children in wheelchairs or requiring railing support on stairs.
- e. Depending on the specific needs of the children involved, specific protocols may be developed for easy mobility in consultation with experts and parents of the child.
- f. The interaction should be conducted in a mutually respectful and transparent manner not compromising the dignity of the child.
- g. A female attendant must be present during therapy hours, especially when a girl child is undergoing therapy.
- h. Parents have a right to be present during therapy – during which time doors should not be locked nor children tied.
- i. Some therapy protocols require bodily touch leading to a thin line between good and bad touch. Strict guidelines must be issued to staff, and any therapy, which requires bodily touch to private areas, must be done only in presence of a parent and a female attendant.
- j. If the child is non-verbal and unable to communicate, a caregiver must always be present during the therapy session.
- k. For children who require assistance while using toilets, the minimum assistance required by the child will be specified. Staff will be adequately trained regarding privacy, toileting and related issues. In the event that a child has a toilet accident, no matter how young he/she is, he will be changed in a toilet only. Attendants must be trained to maintain the dignity of the child while strictly following protocols for intimate care; male and female children will be changed separately.
- l. There must be a CCTV facing the corridor entry to the toilet so that entry and exit is monitored. Most cases of abuse happen in case of a child who is not toilet-trained is taken to the toilet.

- m. All Schools/Learning/Therapy Centres should develop a personal safety skills programme and personal health education lessons for these children with special needs.
- n. Special educators must be trained about the fact that no form of abuse will be tolerated. They should be trained to handle strong-willed behavior and made to realize that the child may be facing processing issues and/ or not being able to comprehend the educational demand being placed on him/her and that physical punishment will not help him/her learn.
- o. No child will be subjected to any kind of physically abusive behaviour such as hitting, pushing, pulling hair, etc.
- p. Under exceptional circumstances, a child may be required to be put a room for calming down (isolation); this should however be done only by a trained educator, and shall never exceed 5 minutes; a second responsible adult must always be informed of this.
- q. No child will be subjected to verbal, physical or emotional abuse.
- r. Even though these children may not understand every nuance, they must nevertheless be taught about good touch and bad touch, and be encouraged to report if they feel uncomfortable at any time.
- s. Consent from parents about the strategies that would be used by the school/center in case of a meltdown when the child requires additional techniques, again authorized by a trained special educator.
- t. For children who need to be placed in the therapists lap for occupational or physical therapy, the procedure will be explained to the parent, and the therapist will strictly adhere to protocols.
- u. In addition to the special educators, schools with special children must depute a mentor teacher who would be a trained psychologist, interacting with these children on a weekly basis, over maybe a lunch break, to engage with the child and constantly monitor the emotional health of the child.
- v. A clear code of conduct for therapists, helpers, and ayahs must be laid down and enforced. They must be aware of the strict punishments for violating these.
- w. The school must conduct mandatory Training and awareness programmes for teachers/ aids / helpers, to sensitize them on behaviour indicators of (traumatized or abused) children.

- x. Recruitment and screening of all support staff especially when they are working with special needs children must be done in a stringent manner. Adequate background check and police verification are necessary.
- y. A clear Code of Conduct should be established for all persons dealing with special needs children, be they special educators, therapists, support staff, helpers, ayahs, etc. They must be aware of the strict punishments for violating these.
- z. Support staff must be trained to avoid any form of abuse when interacting with children and also to report any incidence of abuse they may see while doing their jobs.
- aa. There must be mandatory training /awareness sessions for teachers/ aids/helpers especially sensitizing them about behaviour indicators of traumatized or abused children.
- bb. A constant communication channel with the parents at home is required, so that both sides can report any untoward behavior or resistance from the child in coming to school.
- cc. As with children of regular streams, here too and especially in these children, they must be encouraged to have a buddy/dost within their class who are given the responsibility, on short term rotational basis, of accompanying the special child outside of class for extra activities or who could report to the mentor teacher in case of abuse.
- dd. Select teachers, on a short term rotational basis, should be assigned to play an added responsibility of ensuring that these school policies are being maintained
- ee. All schools and therapy centres will have an SOS number(s) of person to be contacted that will be displayed prominently in high traffic areas with the note: IF YOU FIND THAT YOUR SCHOOL / THERAPY CENTER IS NOT FOLLOWING THESE RULES, PLEASE CALL CHILD HELPLINE 1098 OR REPORT THIS TO
- ff. Elected or chosen parents should be assigned special tasks on a rotational basis, to make surprise visits to the school and inspect the premises for these policies being implemented.

In case there is any case of complaint regarding abuse at the Centre, the same must be investigated within 2 days, and suitable punitive action taken, whether arrest or dismissal. Dismissal from services without due intimation to the local police station must never be considered, as the person has just been given a license to continue his misdemeanours elsewhere.

6. Other Measures For Safety Of Children While At School

- a. All children are taught in open classrooms, the doors of which should not be locked under any circumstances. Every classroom has glass doors that permit viewing into the classroom.
- b. There are separate washrooms for girls and boys, separate washrooms for teachers, and separate toilets for support staff. The Support staff in particular should not be allowed to use washrooms meant for children, even if they are assisting in this section.
- c. Staff managing washrooms should only be female. No male staff are present inside the school premises in support roles such as washroom cleaners or attendants.
- d. The school demarcates a curtained area for immediate emergencies in case a sickroom is not possible with a necessary first-aid kit in place.
- e. In case children have to stay back for after school activities, there is a reliable authorized adult in charge, preferably a permanent teacher in charge who takes responsibility to ensure safety of children till the final dispersal. (If there is a stay back for sports or swimming, then besides the teachers/coaches involved for the subject, a female teacher is mandatorily also present to supervise).
- f. Absence of students: The school puts in place a system to ensure absence of a child from school is noted early in the day which makes it easier in case of accident/kidnapping. If a child is not attending school, the parents must inform the teacher by email or sms not later than 10 minutes after the official start of school. Within 15 minutes after the start of school, each teacher reports the list of names of her/his class who are absent without intimation to the Admin in charge. A school representative then intimates the parent that the child is not present.

E. EDUCATION & AWARENESS BUILDING

It is important to create an awareness among all sections of personnel associated with a school, namely Children, Staff (teaching/non-teaching) and Parents about the risks involved with regard to child safety and simple preventive measures that can be taken to reduce these risks.

Below are topics incorporated in the school's Social and Emotional Learning Programme for students.

- a. Good touch, Bad touch
- b. Stranger safety
- c. Yell, run and tell
- d. Dangers from unknown people
- e. Internet safety
- f. Breaking the code of silence
- g. The importance of telling
- h. Road Safety
- i. Self-defense lessons

1. Duty of Care

Every teacher is made aware of responsibilities as protector of children in his/her custody, and carry out the same with diligence. Teachers are particularly well placed to observe and monitor children for signs of abuse, to recognize and respond to such abuse. They are the main caregivers to children outside the family and have close contact with children on a regular basis and accordingly can play a key role to prevent/detect abuse. Some aspects to ensure this:

Apart from responsibilities relating to education and facilitating knowledge and skills to children, every teacher has additional responsibilities as caregiver to the child, specifically:

- a. To ensure that the child comes to no harm, especially during the time the children are assigned to him/her
- b. To assist the child in developing self-esteem, confidence, independence of thought and the necessary skills to cope with possible threats to their personal safety, both within and outside the school
- c. To encourage a climate of open communication with children so that information about abuse/violence with any child does not remain 'secret' till too late, but problems are reported early and can get nipped in the bud. Students are more likely to turn to trusted adults for help in resolving problem in a climate of safety, and the teacher must make children feel safe in their interactions with him/her.
- d. To report any aspects that are at risk with regard to arrangements that should have been in place to protect the child from any danger or harm, so that any lapse could be immediately rectified, thereby preventing the dangers from happening/recurring

- e. To report any untoward incident that may come to their attention either directly or indirectly
- f. Punishment of a child: While it is the role of a teacher to make the child understand the need for discipline and accordingly face consequences for lapses, care must be taken that such consequences do not cross the line by way of being very harsh punishments that are damaging to the physical or mental health of the child. Accordingly, teachers must clearly be made to understand which disciplinary techniques are permissible and which are not. The following ways of punishing children are not acceptable and fall into the non-permissible category. Indulging in any of these by any teacher is a punishable offence and must be avoided at all costs.
- g. Seclusion: Isolating the child or locking him/her alone or in a small group in a room that is dark, small, secluded or unpleasant in any other way. Such seclusion besides being cruel also puts the child at higher risk of being abused, being more vulnerable.
- h. Restraint: Restricting a child's freedom of movement such as tying them to a chair, to another child, etc. Restraint can become fatal when it prevents a child's ability to breathe. Even in jest, use of ropes, duct tape, chairs with straps etc. should not be used.
- i. Violence: Pulling the child's hair, or physical hitting, punching, throwing a book or chalk at the child or hurting him/her in any way must strictly be avoided.
- j. Humiliation in other forms is also to be strictly avoided (e.g. Denying the child food or water or toilet facilities, forcing the child to stand in the sun, removal of any item of clothing of the child and forcing them to stand in front of the class)

2. Teacher Code of Conduct

Every teacher signs a code of conduct/Essential Agreements in keeping with its own values and framework. Specifically, this code of conduct is intended to endorse the teachers' acceptance of responsibility as custodian of children in their care, specifically during the time the children are assigned to them, as they are the first line of contact with children in the classroom; they must be specifically made aware of do's and don'ts in handling the children and agree to abide by these.

The code of conduct/Essential Agreements document will be re-signed once a year to remind all school staff of their responsibilities

All new entrants must sign the code of conduct/essential agreements upon joining, and thereafter a fresh copy on the annual date along with all school staff.

3. Awareness Sessions

Teaching and non-teaching staff are reminded of their responsibilities and expected behavior by a group awareness session(s) conducted at least once a year, at the beginning of the academic session.

They are also made aware of the relevant salient features of the law in this regard (specifically the two existing comprehensive legislations for the protection of children, namely The Juvenile Justice (Care & Protection of children) Act 2000 and the Protection of Children from Sexual Offences, Act 2012)

A further objective of such a session is to make school community aware of behaviour indicators that traumatized children sworn to secrecy by the abuser may demonstrate. Such incidents could be occurring outside the school as well (bus, during private tuitions, in the child's own home by family members/helpers/drivers/neighbours etc). Being the closest adult contact in school, teachers must be tuned to pick up such signs that could indicate that the child is one who is being abused.

Teachers are bound to bring to the notice of management any incident that they may come to know of, directly or indirectly concerning any child even if not in their class, or any other teacher/ staff. They will report in confidence to the School Counselor, or Principal, as per the formal feedback system in place for the school as described later in this document. The same code of silence that children feel compelled to follow often traps teachers into silence as well, when the matter impacts a colleague of theirs, or even more than one colleague if the abuse is happening between two teachers. It is impressed on every teacher that their silence would have a disastrous impact on the other person, and though more convenient to remain silent, their courage to address the issue confidentially with the School Counselor or another trusted Staff-member in authority will be the best way of curbing and resolving the problem.

4. Non-Teaching, Contractual & Other Staff Orientation Programme

School support staff includes a variety of staff members who provide specialized instructional support as well as support to students while they utilize school facilities.

School support staff play an important role in ensuring students is learning in a safe and supportive learning environment. They can foster positive, trusting relationships with students and improve school climate by encouraging parent and family involvement in education. Because students connect with school support staff on many occasions throughout the school day, support staff can model positive behavior and send positive messages to students.

A senior staff member and the school counselor hold an Orientation Programme to all non-teaching, contractual and other support staff members of the school.

The elements can include, but is not limited to:

- a. School Culture, CARVES and the attributes of the Learner Profile
- b. Everyone's role to protect children from any harm
- c. Specific do's and don'ts must be covered, including listing the kind of accidents/incidents they can help prevent
- d. Hygiene, security and emergency protocols
- e. Specific areas of the campus linked to the person's role where access is permitted/not permitted (e.g. sports vs. canteen vs. washrooms vs. labs etc.)
- f. Protocols for intimate care (assistance in toileting of smaller children, changing clothes for swimming, etc.), so that they are careful while changing children without compromising dignity, nor forcing the child to be naked in front of others, ensuring girls and boys are kept separately while changing, etc.
- g. To make them aware that failure to comply and the punishment it could result in (clearly linking errant behaviour with strict consequences including not just dismissal but criminal arrest including imprisonment; this should clearly be listed as a deterrent for carrying out such behaviour)
- h. During the session, it should also be highlighted that pedophilia is a sickness, and if they come across anyone entertaining such thoughts, they should ensure such person has access to anonymous counseling with the help of the School/external counselor. Only if such a person is encouraged to deal with his/her own primitive instincts in this regard, can there be a chance of recovery; however if there is suspicious behaviour demonstrated by any person, a warning flag must immediately be raised to the authorities and a tight vigil kept on the person's movements.
- i. They have a responsibility to report any incident they may come to know of, or any suspicious behaviour on part of any other staff; without fear of consequence as their report will be treated with utmost confidentiality. Again, the abuse may not involve only a child but 2 other adults, in which case too, they must be encouraged to report this, as it is the best way to curb and resolve the matter.

- j. At the end of the session, the staff could be made to sign a summary of what their responsibilities are and their promise to protect the children, so this is a signed document similar to the code of conduct, evolved specially by the school in keeping with its values and the objectives such a code of conduct is intended to achieve.

5. Parent Roles

While it is difficult for the school to be responsible for the way parents behave, it is possible for the school management to communicate clear expectations to parents on policy matters relating to child safety, with the objective that parents and the school can jointly facilitate safety of children by partnering to convey the same messages to the child so there is no confusion in the child's mind. This should include:

- a. Responsibility of adherence to school systems/policies: Clear guidelines to parents on rules for entry/exit/identity cards/pick-up/absentee intimation, etc.
- b. Requests to parent to have a conversation with their children on specific aspects of safety, especially:
 - Stranger safety (specific advice to the child that s/he must report any case where a stranger tried to entice him/her with him even if s/he did not go); good touch –bad touch and emphasizing how important it is for the child to report incidents that make him/her uncomfortable in order that the problem is solved and does not recur
 - Internet safety and importance of not disclosing personal details to internet strangers, who could in fact be predators living in the area and using a false identity; encouraging them to share any such contacts they are uncomfortable with so the parent can guide them make sensible decisions.
 - Telling the child that they must not feel afraid to come to the parent if something is troubling them, and reassuring them that they would not get a scolding but can be sure of help from the parent to solve the problem (this assurance is critical for every parent to give their child, as it could make a big difference in cases especially where the relationship is very formal or distant and the child is more likely to hesitate; having heard such a reassurance could be a motivator for a child to break his silence; not having such a reassurance almost certainly would result in the child not reporting any such incidents and suffering silently)
 - Communication avenues: Parents could use the opportunity of discussing with their children incidents reported in newspapers from time to time in an open manner, with a view to making children comfortable to bring up such topic in discussions (e.g. case of little girl molested by guard in condominium lift). The focus of these discussions should be what constitutes bad touch, what could have prevented such a situation, what would you do in such a situation, etc.

- c. Parents are made aware of behaviour indicators that traumatized children sworn to secrecy by the abuser may demonstrate. They must approach a doctor/counselor immediately if their child displays any of the following signs, such as:
- Extremely withdrawn behaviour, not wishing to engage and speak as s/he usually does
 - Not wishing to go to school (or venue where the abuse has taken place such as bus, tuition, etc.) by feigning illness
 - Visible distress after having returned from the specific trouble spot where the abuse is taking place (be it school/tuition/coaching etc.)
 - Displaying symptoms of pain or more likely trying to hide pain, especially while bathing, sitting, walking

F. SAFETY COMMITTEES

The school safety committees are in place to support the overall welfare of every member of the school community

1. Employee Welfare Committee (EWC)

The school has appointed an Employee Welfare Committee that aims to promote the overall welfare of employees. This committee is organized as per the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) ACT, 2013.

Specific scope of the EWC is:

- a. To provide protection against sexual harassment of employees at workplace and for the prevention and redressal of complaints of sexual harassment and for matters connected therewith
- b. To provide needed facilities to inquire into employee complaints against sexual harassment in the workplace
- c. Make available such information to the school internal committee or the local committee, as the case may be, as it may require
- d. Cause to initiate action against the perpetrator
- e. Treat sexual harassment as misconduct under the service rules and initiate action for such misconduct
- f. Provide annual reports of sexual harassment cases if any

2. Child Welfare Committee (CWC)

The school has appointed a Child Welfare Committee whose objectives is to ensure safety of children in the school in every respect.

Specific Scope of the CWC shall be to ensure that children are treated with dignity and respect in the following aspects:

- a. From abuse, be it verbal, physical or sexual by any member of staff, is it teaching/non-teaching/contractual, older students or any other person on the premises/transport route or during school trips.
- b. From misuse of electronic or telephonic media leading to obscene emails/texts/videos etc during or after school hours by students or staff involving school children
- c. From internet/cyber bullying/abuse on Facebook/twitter/YouTube etc by circulation of undesirable/objectionable material by school children or staff involving school children
- d. From bullying, threats by older children (specific attention is drawn to problem as reported of older children seeking protection money or favours from younger children)

3. School Safety Committee (SSC)

The school has appointed a School Safety Committee whose objectives is to ensure safety of children in the school in every respect.

Specific scope of the SSC shall be to ensure safety of children in the following aspects:

- a. From risk of kidnapping by any person, within or outside the school, while at or travelling to and from the school or during school trips.
- b. From traffic accidents at/outside premises while boarding buses, crossing roads in vicinity, etc
- c. From accidents on premises due to fire/short circuits, other physical dangers, etc.
- d. From threats by natural calamities such as earthquakes, flooding etc
- e. From accidents/any sort of mishaps during travel on school buses or while on school trips

4. Composition

The following are members of the school committees:

- a. Committee Chairman
- b. Committee Secretary
- c. School Administrator
- d. Vigilance Officers (Cafeteria Officer, Health Officer, Dorm Parents, etc.)
- e. School Counselor
- f. At least three (3) teachers/coordinators representing each section of the school (junior, middle, senior)
- g. At least six (6) students, two (2) from each section of the school
- h. At least six (6) parents representing the parent community
- i. A representative from a Non-Government Organisation (NGO)
- j. A Gynecologist

Frequency of meeting is:

- a. Once every 15 days in the first three months of implementation; thereafter once every month.
- b. In case of any event, the committees will meet immediately upon such a case coming up, and have relevant follow-up meetings to ensure the case is treated as closed in all respects. This includes punitive measures as appropriate to the abuser in question, assistance to the child and family by way of counseling, updating of personal records to reflect the misdemeanor of the person.

5. Responsibilities

It shall be responsibility of the committee to:

- a. Assess that the school, its children and staff are safe from all risks as per the scope of the committee, and accordingly ensure that no untoward incident takes place by putting adequate preventive measures in place.
- b. Publicize the importance of safety as an objective within the school through posters displayed in prominent areas to state: *This school is a Safe Zone; Help us ensure that you are safe from physical hazards, from bullying and from any kind of abuse. Please report any threats to*

your Teachers/ Counselor/ any SSC member or School Helpline no... or call Child Helpline 1098.

- c. The Vigilance Officer shall interact with the contractual and Class IV staff regularly on both a formal and an informal basis, to ensure that dos and don'ts are being adhered, and have an ear-to-the-ground approach. It must also be conveyed to them that the school has a zero-tolerance approach for any abuse to children. In case of any adverse feedback either of suspicious behaviour or more definite indicators, they should promptly notify concerns and report to the School Counselor who will initiate investigations and other remedial actions.
- d. The School Administrator will ensure that all safety risks from physical hazards, storage of any hazardous material etc are reviewed weekly, with a clear list of checks and balances. These will be reported during SCC meetings and pending action listed for specific follow up.

Post- meeting:

- a. Action points and responsibilities must be shared with the Head of School who will follow-up to ensure these be carried out.
- b. Minutes of the meetings must be kept as a record

The committee chairmen will report to the School management and will be the instrument through which the Board will push and enforce its safety agenda.

The School board will meet at least once every 2 months with agenda of Safety of children as a specific agenda point, with special focus on additional measures to be taken for children with special needs. Failure to do so will attract penal action upon inspection of the same. Review of problems and preventive measures to prevent recurrences, as well as other compliance issues must also be reviewed.

6. Roles

Vigilance Officers

This role is an essential role with the specific purpose of maintaining an overall vigil over safety of children in the school and ensuring that dangers and risks to children are minimized. Vigilance Officers particularly monitor that only those staff with access to parts of premises are seen in these areas. Reducing unauthorized access is a key way to safeguard premises. The Vigilance Officer is also required to have a clear view of CCTV feeds, monitor these on an ongoing basis, and review feeds from time to time.

Particular attention is paid to entry/exits to washrooms, and whether any unauthorized person is entering classrooms. The Vigilance officer submits routine reports on external/internal security arrangements (such as lighting, accessibility, etc.), and should be especially visible during school assembly and dispersal time.

It is mandatory for the Vigilance Officers to carry out a regular survey of potential disaster risks under each of the above heads once a month and record details of inspection in an appropriate register.

Health Officer

The school has a designated Health Officer who will ensure basic screening of staff for medical ailments/infections at their time of joining by ensuring basic medical check is carried out.

Thereafter, the exercise shall be repeated annually for all contractual staff working in the cafeteria, and for Didis/helpers and cleaners who come in daily contact with small children.

Cafeteria Officer

The school has a designated Cafeteria officer who will ensure basic hygiene and cleanliness of any food or liquid items served, as well as of the premises, counters, utensils, crockery etc. The Inspection certificate obtained annually from the relevant authority, is available for checking.

School Administrator

The school has a designated a School Administrator whose specific responsibility is to ensure that there is minimum risk to child safety on account of physical hazards. It is the responsibility of the School Adminsitrator to ensure the following are given due attention to:

1. Electricity-related risks: improper/exposed wiring and open electricity panels resulting in live wires, improper location of panels in areas children frequently pass through, proper installation of MCBs to prevent short-circuits; strict procedures to ensure that electricity, heating, air-conditioning are monitored and not left on overnight increasing risks of over-heating/fires.
Areas with improper lighting are immediately addressed as such low-light areas become points where incidents of abuse or bullying are more likely to happen; accordingly a weekly check of non-functioning lights must be ensured with immediate replacement.
2. Storage of hazardous materials such as acids, kerosene oil, spirits or other inflammable materials in laboratories, kitchens are stored safety in area away from children, and are stored under lock at all times.
3. Ensuring periodic maintenance of gas burners in canteens/chemistry labs, checking of piping and leaking valves, strict procedure to ensure main valves, stoves, etc. are shut after use to prevent gas leakage.
4. Water-related risks: safe drinking water on premises including periodic cleaning of tanks, preventing leakage resulting in slippery floor; open sumps, water pits that may pose risk of drowning, swimming pools to ensure adequate safeguards with lifeguard and railings to prevent risk of drowning by unauthorized access of small children.

5. Fire-related risks: Besides specific checks of vulnerable areas, all fire extinguishing equipment are regularly maintained and a certificate from the fire department on the school's fire-worthiness must be obtained every 6 months in accordance with the rules and be available for inspection.
6. Other physical obstructions: low hanging power lines, improper placing of furniture, obstructions in escape routes, sharp/heavy objects at a height (such as flowerpots on parapet), etc. are monitored and rectified periodically.
7. Disabled-friendly access: to minimize safety risks to those children with special needs who may be in wheelchairs, it is ensured that they are adequate ramps, railings at appropriate points.
8. Other structural risks: cracks in building, loose false ceilings are monitored periodically and rectified urgently in case of problems.
9. Playground: Care must be taken that there are no physical hazards for children such as sharp edges, rusty rods, broken/faulty play equipment such as swings/slides, no thorny bushes, particularly at lower heights which adults may not notice but could cause injury to children.
10. Force majeure calamities such as earthquake, flood, riots: the Safety Officer ensures that there is a basic process and system in place for evacuation and dealing with such calamities, conducting periodic drills so that ill-effects can be mitigated in the event of such a calamity, and connect with community partners such as Fire-department, area hospitals, etc. so that there is a ready rapport at time of emergency.
11. A safety plan is prepared by the school and submitted to the local police station, containing the following:
 - a. A specific checklist of safety-related aspects that need are being regularly attended to (in keeping with list under Safety Officer)
 - b. Specific procedures that are being followed by the school to prevent and handle emergencies such as a) fire b) earthquake c) bomb threat d) school bus accident e) hostage/kidnapping f) chemical accident g) children carrying weapons to school h) civil disturbance i) medical emergency

7. Emergency Drill

Details of when the last drill for evacuation in case of fire, earthquake, etc. was held. This must be held in coordination with the local police station at least once in six months.

Confirming that easy access of escape routes for any students in wheelchairs, with convenient ramps at essential points has been ensured.

G. FEEDBACK MECHANISMS

Lancers International School puts in place a series of various levels of checks and mechanisms by which any untoward incident that puts the safety of children at risk is firstly prevented, but in the unfortunate event it occurs, then it is immediately reported.

Children must therefore be made aware that if there is any problem they experience, it must be brought to the attention of a responsible adult at the very earliest.

Accordingly, they must be encouraged to speak up to any of the following persons in case they have any form of abuse: their class teacher, any other teacher, school counselor, or a buddy. If a child is still hesitant to approach any of the above at the school premises itself, then the child must immediately report to a parent.

If the abuse is happening outside the school, perhaps at the home by a relative or neighbours and the child is hesitant to approach the parents, then the child must approach someone in the school or at least another child.

1. School Counselor

The school has a qualified Counselor with the following objectives:

- a. The minimum qualification of the counselor must be B.A Psychology, holding a Masters in Psychology or allied fields is preferred.
- b. The Counselor handles any problem cases among children, be it simple problems of coping, which create a sense of being unsafe, cases of bullying to cases of physical or sexual abuse.
- c. The Counselor attempts to have a close rapport with children, and be seen as approachable, yet discreet; people should feel comfortable to approach her with problems such as a girl being stalked, or a boy falling into bad company and wishing to get out but needing help.
- d. The Counselor visits each class at least once a term – even if for just half an hour, to connect with children, where appropriate discussions can take place, but more importantly, there is interaction between child and counselor so that a rapport can be built.
- e. The Counselor interacts closely with class teachers to be updated on any particular children who are facing problems, so that the counselor can then build a direct rapport with such children.
- f. In case of any suspicion that a child is a possible case of abuse, the matter must immediately be brought to the attention of the Counselor

who will handle the child, and involve parents and senior management in a discreet manner.

2. Helpline

Children are made aware to dial the Police Control Room 100 in case of emergency. The Child Helpline 1098 is also publicized through notice boards around the school.

3. Complaint/Suggestion Box

A complaint box is available, which is not placed in front of a CCTV camera, is a likely way to get more children to share problems about themselves or others, which they may otherwise withhold, especially those who do not feel comfortable to tell another person.

4. Mechanism for Reporting a Case of Abuse

- a. Routing of feedback/complaint which is of a preventive nature: In case a child feels the need to report discomfort of any sort against any process or person that makes him/her feel threatened, the child must be made aware of the ways to approach the school management, to bring such cases to light.
- b. Reporting could be through the class teacher, any other teacher, counselor, buddy/dost, helpline, complaint box or through any other responsible adult whom the child trusts in this situation.
- c. All school Notice boards displays the Safe zone poster so that children are aware of how to route their feedback in case of any problem.
- d. Any feedback that is of a preventive nature must be immediately brought to the attention of the relevant person (be it Safety officer, Vigilance officer, School counselor) and if necessary, a special meeting of the SSC called.
- e. Remedial measures must be taken to prevent recurrence of the problem within 3 working days.
- f. A log of such feedback received and action taken must be maintained, which is subject to inspection and penal action in case of non-compliance.
- g. Such log will remain confidential and roll number rather than name of the child may be used.

Routing of feedback/complaint about a specific case of physical abuse or bullying: this must be dealt with, or escalated if there is injury of a severe nature while ensuring the following critical procedures:

- a. Immediate actions: this must be immediately brought to the attention of the School Counselor, principal and parents of the child and appropriate remedial actions taken to ensure the child is protected and the abuser/bully is penalized and cautioned with strict warning or more serious punishment if warranted.
- b. Confidentiality: ideally the name of the victimized child must be kept confidential, except from those specific teachers/counselors who may need to be aware so they can provide the necessary support. Likewise, the name of any other child/children who helped in passing the feedback to the management must also remain confidential; this is to ensure that any other affected parties do not victimize them in the system nor become the focus of unwanted attention.
- c. Medical attention: depending on the extent of injury, the school must provide immediate first aid, and bring in a qualified medical practitioner if warranted, and if the extent of injury is serious, then it is the responsibility of the school management to rush the child to the nearest medical facility, while informing the parents of the extent of the crisis.
- d. Transparency: Schools found withholding facts of how the stage of injury /condition was reached from the parents (e.g. child fainting after being slapped by teacher or made to stand in the sun without water as punishment) are liable for penal action, and a criminal arrest can be issued against the person responsible for the abuse
- e. Expert assistance: Depending on the severity of the case, an expert counselor to assist parents/family may be brought in to guide the child/family on how to cope with the situation. The School Counselor should play a key role. In the absence of the School Counselor for any reason, assistance from Gurgaon Police to connect with a trained Counselor can be taken.
- f. Mandatory Reporting: Intimation to the local police station about the incident is also mandatory, especially if it involves use of weapons such as knives, guns to ensure that suitable arrests can be made as applicable, and as a deterrent for future cases.
- g. Time frame for action: the school must initiate investigations within the first 24 hours, whether or not it is a working day if it is severe case where there is injury to the child requiring medical attention; if it is a routine case, then investigations must begin by the first working day. A team constituted by the school, with minimum 3 members of the SCC, will conduct an enquiry. The report must be submitted within 2 days. Punitive action must be taken against any person found guilty within 7 days of the incident, and personal records updated accordingly.

Routing of feedback/complaint about a specific case of sexual abuse: In case there is a specific complaint of sexual abuse, then this must be escalated to ensure speedy redressal while taking care of the following critical procedures:

Immediate actions:

- a. If the abuse happened at the school or during travel, this must be immediately brought to the attention of the school counselor, principal and parents of the child.
- b. If the abuse happened at home, then the school Counselor and at least one other SCC member, to decide which is the best way to protect the child must discuss this and accordingly the parent(s) not involved in the abuse may be informed.
- c. Confidentiality – at no stage must the name of the child be made public, nor the name of any other child/children who helped in passing the feedback to the management; this is to ensure that any other affected parties do not victimize them in the system nor become the focus of unwanted attention.
- d. Medical attention: depending on the extent of injury, it is a priority to provide medical attention to the child. Ideally, with parents present, it is the responsibility of the school to take the child to the nearest medical facility. If the parents are found to be responsible for the abuse or have been complicit in it by ignoring abuse they were aware of, then it is advisable for the school counselor/teacher to play this key role so that the child feels protected and safe.
- e. Child safety expert: Presence of a Child safety expert to assist parents/family: it is critical that an expert is involved to guide the child/family on how to cope with the immediate situation and to deal with the rehabilitation process thereafter. The School Counselor should play a key role, and if not competent to handle the situation due to inexperience or any other reason, then the school management is responsible to immediately bring in an expert counselor, contact of which could be obtained via the Gurgaon Police.
- f. Mandatory reporting: Intimation to the local police station about the incident as early as possible but within 24 hours is also mandatory, to ensure that suitable arrests can be made as applicable, and details of the offender are added to the records; this essential step alone can prevent repeat offences from the same defaulter, whereas in cases where the defaulter escapes after his abuse and goes scot free, the person most likely surfaces elsewhere and repeats the offences.
- g. Penalty: Schools found withholding facts from the parents of how the stage of injury/condition was reached in case of sexual abuse are liable for penal action; apart from penalties applicable to the offender depending on the nature of abuse.

5. Interface with Gurgaon Police on Safety Matters

In the event of any case of abuse reported on the school premises, it is mandatory to immediately bring the same to the attention of the local police station, or directly to Gurgaon Police through control room number 100. If not an emergency, email may be sent to cp.ggn@hry.nic.in

An active interface with schools is with regard to securing premises and assessing safety risks. Schools may seek advice of local police station for:

- a. Visits to advise on specific measures to secure the premises and improves school safety procedures
- b. Providing checklists for disaster management listed under Section 2.4.4

Useful Contact Details

Helpline numbers:

Child Helpline 1098

Women's Helpline 1091

Police Control Room 100



email ids: cp.ggn@hry.nic.in, dcp.eastggn@hry.nic.in

ANNEXURE

1. Visitors Slip

 Lancers International School <small>For the World School</small> VISITORS SLIP		 Lancers International School <small>For the World School</small> VISITORS SLIP	
Date:	Time in:	Date:	Time in:
Issued by:	Visitor Card no:	Issued by:	Visitor Card no:
Visitor's name: Company:		Visitor's name: Company:	
Person to visit: Department:		Person to visit: Department:	

Purpose:		Purpose:	
Signature of person visited:		Signature of person visited:	
Time out:	Guard on Duty:	Time out:	Guard on Duty:
	Gate exited:		Gate exited:

 Lancers <small>International School</small> <small>An IB World School</small>		 Lancers <small>International School</small> <small>An IB World School</small>	
VISITORS SLIP		VISITORS SLIP	
Date:	Time in:	Date:	Time in:
Issued by:	Visitor Card no:	Issued by:	Visitor Card no:
Visitor's name: Company:		Visitor's name: Company:	
Person to visit:		Person to visit:	
Department:		Department:	
Purpose:		Purpose:	
Signature of person visited:		Signature of person visited:	
Time out:	Guard on Duty:	Time out:	Guard on Duty:
	Gate exited:		Gate exited: