

## SCHOOL APPROACH ON SAFETY & SECURITY

This approach entails the participation of all stake holders including school management ,Principal ,teachers , students, parents , non- teaching staff etc. with clear roles and responsibility towards school safety and security.

Set of operational functions:

- 1.School safety:- starting from transportation to school
- 2.Safety :physical , psychological or material harm
- 3.Security:- Taking measures in co-ordination, with concerned people to make environment free of crime, violence and injury.
- 4.School Management Committee:- To be Constituted as per section 21(1 )of the RTE Act 2009.
- 5.School management :-An administrative set up of school system ,-owner/trustee, Principal, vice – Principal , senior teachers , students leader, or any other person who is entrusted with the duty to supervise, plan , organize, review and evaluate various educational aspects, fiancés and policies of a school and providing guidance and advise to the Principal of the school.
- 6.Parent-Teacher Association:- for promoting to set relationship , providing feedback to the school for improving the learning environment .
- 7.PTM:-To reflect upon and take/give feedback regarding progress of the child .
- 8.Competent Authority :- Head of District Education department.
9. School safety plan:- A comprehensive all hazards plan.
10. Corporal Punishment:- deliberate infliction of pain.

### **Accountability Framework: Responsibilities of school for ensuring safety and security of children in school.**

#### **Accountability:**

##### **I) School Building :**

(i)The building is certified as safe for housing the students by the local authorities. The school building has proper construction with brick masonry walls fireproof heat resistant material is used .

The maximum number of floors in the school building are restricted to three including the ground floor.

ii) The school building is free from inflammable and toxic materials .

iii)The staircases –the escape/exit routes adhere to provisions specified in the national building code of india 2005, to ensure quick evacuation of children .

iv) The school has water storage tank, duly covered and protected.

v) School building is insured against fire and natural calamities.

vi) CCTV in school is monitored and maintained regularly .

II) **CLASSROOM** :-The classrooms are white-washed at periodic intervals and dusted regularly to maintain the classroom hygiene. The windows are secure with no broken glass . The writing boards are attached to the walls .The floors are maintained from time to time.

III) **Laboratory**: The chemicals and instruments are kept safely beyond the easy access of children .A first-aid box is maintained in the lab .

IV)**Toilets** :There are separate toilets for boys and girls in the school.

All the toilets have running water facility. Soap for washing hands are ensured safety and privacy of children. Toilets are cleaned on regular basis.

v) **Drinking water:**

Safe and adequate drinking water is made available to the children within the school premises.

Quality of water is checked on regular basis by the concerned authority.

vi) **Electrical system and safety:** All the electrical systems in the school are checked periodically .Immediate necessary measures are taken to repair the loose wirings/connections.

vii) **Fire Safety Management** : The school has a fire safety certificate ,validated periodically by the concerned authority.

The school has fire fighting system in place to meet any emergency. A mock drill and training is carried out on periodical basis.

viii) **Earthquake Management** : The school maintains a contact with local disaster management authorities for training and retraining.

**Playground** : For the physical well-being of the students ,the school has a well-planned and maintained playground ,trained staff with the sports material and a proper boundary wall. The school has tie-up with local hospital for catering to the medical emergencies of the sports persons .

**Boundary Wall& Gate:** Boundary wall is of sufficient height, the main gate is properly maintained by the guard. The main gate remains locked after entry of students and staff. Entry of parents is permitted through one door after verifying their identity.

**Safety in school Transport** :-Supervision and specific a=measures are taken by the school in arranging the transport facility to help students commute to school, keeping in mind or ensuring children's safety in school transport A Exterior of the bus : all the buses are painted .

1. Uniform yellow color with the name of the school written prominently on both sides of the buses.
2. The word 'School Bus' is written on the back and front of the buses.
3. Telephone number of the school and contact person are written in the prominent place on each school bus.

B) Fixture and furniture of the Bus. The windows of the busses are fitted with horizontal grills. The doors of the buses have reliable locks. All school buses are fitted with speed control device which does not let the bus exceed the speed limit of 40km/h. There is fire extinguishers ,in each bus.

**Manpower in the bus :**

Police verification of the bus staff is done before appointing them.

Female attendants are there in the buses to attend the children .

One transport Manager is designated Keeping in view the safety of school children throughout the no outsider except the conductor or the authorized person is allowed to board the school buses.

Medical checks up regarding the physical fitness of the driver including the eye- testing is made every year.

**Facilities in Buses:**

- First-aid box
- Water camper

**Permits :**

The drivers have valid license and at least 5 years of experience of driving heavy vehicles. Every school vehicle carries a suitable photograph of the authorized driver duly certified by the RTA.

Periodical fitness certification regarding worthiness of the vehicles are obtained.

**Arrangements in the school:**

- The school authority ensures that the doors of the busses remain shut while in running condition.
- Buses halt only at bus-stop designated.
- No person is allowed to drive the bus in drunker condition.
- All the drives dress in a distinctive uniform with their names inscribed in it.
- The school authority ensures that the students maintain discipline while boarding and disembarking

The buses are parked in such a way that it does not create any traffic problem for other vehicles.

The school encourages its children to conduct programs through play exhibition during 'Road safety week' to create awareness in public.

Proper periodic feedback from students using school transport facility with regard to driver/conductor is taken and records are maintained.

**Clearances and certificates:**

The school has a mandatory fire safety inspection followed by insurance of no objection certificate .

Periodic inspection is carried on quarterly basis to check cracks in the school structure and health care. The sick children are identified and parents are intimated about the sickness of their child .

### **Micro-nutrient Management:**

De-worming process in school is done as per the national guidelines.

Hand-washing : The hand -washing sessions are conducted as an opportunity for delivering hygiene message at two critical times; before eating and after using the toilet.

Water-points are provisioned at child accessible height .

### **Drinking water:**

Safe drinking potable water is provided to students for daily use.

Hygiene message is integrated through activity-based learning methodologies.

The water is tested for chemicals as well as microbiological contamination with the concerned water supply/Public Health Department. Substance Abuse Prevention : School, based activities are performed to prevent the use of harm-drugs .Staff /student workshops are arranged to provide information and therapeutic counseling. Awareness and orientation of parents ,sensitization of staff & students are also arranged .

### **PSYCHOSOCIAL ASPECTS:**

In order to ensure physical safety of children in school, setting of the school is free from violence and unsafe health conditions that directly impact children's physical health and survival.

The school provides the right ambience and climate to the students to develop and enrich talents to facilitate total development of personality .To develop a creative human being in a fearless environment , the school encourages teachers to adopt alternative strategies to corporal punishment.

### **Corporal Punishment:**

- \* The school does not allow for physical punishment, mental harassment, discrimination, commenting on academic disability to the students or victimizing any child belonging to a weaker section and disadvantaged group.
- \* Bullying, Intimidation, and Isolation: Bullying is strictly prohibited inside the school premises and no such act goes unnoticed or unpunished.
- \* The school creates an amiable environment and positive school climate where learning takes place peacefully. The school provides a confidential way for students to report any incident which is of concern to them.
- \* An anti-bullying committee is constituted in the school comprising of V.P., senior teachers, counselor, PTA representative, school management representative.
- \* Arrangement of counselors for primary, middle, and secondary is done and is sensitized to the changing dynamics of student interaction.
- \* The counselor and management are emphatic and approachable so that students can confide in them.
- \* The formative period of schooling is necessary to sensitize the students about human rights, democratic values, respect for diversity and equality, and respect for privacy and dignity of others.

Adolescence education, value education, human rights, gender sensitivity and awareness. Life skill education, building of positive self-esteem, empathy, interpersonal communication skill. Coping with stress and emotions, dealing with anger and resisting peer pressure are consistently taken up in the activity periods. The role of parents is reinforced in Parent-Teacher meetings and parents are motivated to support the school in bullying-prevention efforts. The school environment is associated with overall growth and development, cognitive behavior as well as safety and security of children. The school ensures that no instance of neglect or mal-treatment of children happen in the school. It is ensured that Zero Tolerance is observed in school towards sexual abuse of a child. Stringent action may be taken against the perpetrator

as per laws. The school follows the rules under Pocso Act 2012. Selection of Employees: School ensures police verification of the school employees and connected staff to prevent any kind of abuse against the school children. All newly selected candidates must also provide a signed affidavit to the educ institution that they have not been accused of offence under the Pocso Act, 2012 and JJ-Act 2015. It is ensured that at least half of the total number of teaching staff is female in order to ensure that girl students are provided adequate protection.

#### Inclusive Education Program

- \* The school ensures that no child with special needs is denied admission in mainstream.
- \* There is a Parent Teacher Association (PTA) consisting of representatives from the parents or guardians of children admitted in school, teachers and the local authority.
- \* The issues are discussed time to time by the head and the management of the school and appropriate steps are taken in regard to time to time.

## **School HR Policy for recruitment**

1. The school HR Policy that includes Recruitment is in place.
2. School HR Policy which includes Induction of new employees is in place.
3. The school has HR Policy which includes Staff Appraisal and Professional Development Measures to motivate and retain employees.
4. The school HR Policy inclusive of Capacity Building of its Principal & Teachers as per their need is in place.
5. School HR Policy with regard to Salary and other allowances to the staff is in place.
6. School HR Policy inclusive of Recognition Programme for staff that increases engagement and strengthens employee-leader relationship is in place.
7. School HR Policy inclusive of Parental Involvement and Engagement in the education of their wards.
8. School HR Policy inclusive of student as a resource for bringing out improvement in the school practices.
9. School HR Policy for capacity building of all the teachers as per the identified needs.
10. HR Policy defines practices that encourage and motivate teachers and prevents attrition.
11. HR Policies reflect practices that focus on physical, socio-emotional and mental well-being of staff members.

### **School HR policy that includes recruitment is in place:**

(Dear colleague/appointee)

The school is pleased to present to you the HR policy details related to the staff recruitment/detailing all the updated approach of SBRS, School Mallowal ,w.e.f. \_\_\_\_\_ (date)

We, request you to go through and get familiar with policy.

We wish you a very fulfilling association with SBRS.

HR shall source the profiles for the positions through various source i.e. advertisements in newspaper, consultants, internal references etc.

HR shall screen and shortlist the profiles depending upon their suitability for the position. The list of the shortlisted profiles will be communicated to the process of conducting the interviews.

Depending upon the grade / level of the position being recruited, the interview panel/selection committee will consist of the concerned coordinator, principal, subject experts and HR. The selection panel evaluates the candidate based on a set of predefined criteria. Acceptance or rejection of candidate is at the sole discretion of the institution.

At the time of appointment, the selected candidate is required to submit all relevant academic certificates and testimonials in original. They will be in the safe custody of the institution and will be returned to them when they leave the institution.

### **THE RECRUITMENT PROCESS**

The objective of the recruitment process is to attract, select and retain staff which will successfully and positively contribute to the current and future development of the school.

### **EVALUATING THE VACANCY**

When a vacancy arises, the governing body may need to review the school's staffing needs and determine whether it is appropriate for the post to continue in its current form or whether changes should be made. If significant changes are to be made, advice should be sought from the school HR.

## **JOB DESCRIPTION**

A clear and precise job description will make it much easier to identify the skills, experience and knowledge needed to do the job.

A statement about commitment to promoting and safeguarding the welfare of children must be incorporated in all job descriptions.

## **PERSON SPECIFICATION**

A final selection to be made should be based as fair, equitable and consistent .so that the right person is appointed to the position.

The person specification may include knowledge, experience & qualification.

Competence and qualities that the successful candidate should be able to demonstrate.

Detail the method of assessment, e.g – test / interview / application form.

## **ADVERTISING**

The purpose of the advert is to attract suitably qualified and experienced applicants to apply for the position.

An internal advert should highlight the key duties of the role and experience required. It should include the job description and person specification. The advert must be circulated to all appropriate staff including those absent at the time of advertisement.

The internal recruitment process must include an interview and the applicants should complete an application form to support their application.

The school should also consider whether it is necessary to advertise externally and in which publication/(paper).

If an applicant lacks work experience, it cannot be assumed that he/she lacks relevant skills. Consideration should be given to skill acquired in outside activities, which could be relevant to the post.

The standard of completion of the application form should not be used as a test of literacy or other suitability for the job, since it could be discriminatory to assume all candidate have the ability to complete the form

## **RECORDING THE PROCESS:**

It is important that clear records are kept as you may be required to justify your decision if challenged, or you may be required to give feedback to the applicant at a later stage.

## **REFERENCES:**

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They should always be sought and obtained directly from the referee using the standardized school reference form, before interview so that any issue of concern, can be explored and taken up with the candidate at interview.

The school must ensure that two references have been received and scrutinized and any concerns if there, are resolved satisfactorily before appointment.

## **INTERVIEW PREPARATION:**

When arranging interviews, five working days' notice should be given to the candidate.

The interview letter must request: - for evidence of eligibility to work, birth certificate, documents confirming the education and professional qualification, photocopy of all certificates.

## **OFFER OF APPOINTMENT:**

A verbal offer to the successful candidates should be followed up in writing with an in-term offer letter from the chair of the panel and should include agreed starting date and starting salary details. It is the responsibility of the chair of the panel to ensure the following checks are under taken.

- Verification of the candidates identify.
- Photographic ID and proof of address.
- Verification of eligibility / qualification.
- Verification of successful completion of statutory induction period.

Informing the unsuccessful candidate should be informed by phone or in writing. Feedback should be offered to all candidate as it can make a significant difference to candidate opinion about the organization, if their application has been unsuccessful. The feedback message should be delivered in a supportive manner.

## **2. SCHOOL HR POLICY WHICH INCLUDES INDUCTION OF NEW EMPLOYEES IS IN PLACE.**

### **INDUCTION.**

There should be an induction programmed for all newly appointed staff, including teaching and support staff, regardless of previous experience.

The content and nature of the induction process will vary according to the role and previous experience of the new member.

Induction programme should indicate the policies and procedures in relation to safe guarding including child protection, safe practice and standards of conduct anti-bullying etc.

The objective of this policy is to provide a frame work for the effective induction of newly appointed staff. This policy outlines the broad principles that will govern our approach to the induction of staff and supports our continues professional development of their job.

AIMS: -

- How the school operates, and the expectations placed on the staff.
- The school's development plan, how their role fits in with the respective team and the school as whole.
- Their objectives for the performance year.
- Health and safety obligations.

### **PRINCIPLE:**

At the school, we believe that effective induction is one of the best ways to welcome and integrate new members of staff into the organization, there by ensuring that they settle in and are able to work effectively and efficiently, as quickly as possible.

### **RESPONSIBILITIES:**

It is the Principal's/Head teacher's responsibility to ensure that an effective induction takes place for a new staff member, through greeting on the first day and ensuring all areas on the induction.

The Principal should consult with HR for advice and support in order to identify and plan an induction when required. The new appointee must ensure that he/she fully participates in the induction process and work to complete all the requirements listed on the induction checklist.

HR will conversant with the induction policy and procedures and will be able to provide advice and guidance where necessary.

## **INDUCTION PROCEDURE:**

This procedure will help the recruits to fill in any gaps in knowledge, skill and behavior through proper measure.

Once a candidate accepts a job offer, from the school, the induction plan will be put into place. The plan will vary according to the seniority of the post, the individual's needs of the new starter, and the job description.

The new staff member will receive

- Appointment letter
- a summary of terms & conditions
- contract of employment
- code of conduct
- briefing material
- overview of the school and school ethos

During week one, the principal should ensure that the new staff member has all the relevant information and support for the commencement of new role and introduce with the staff.

Arrange mentor.

by the end of the induction, it is essential that the new member of the staff had an opportunity to fully understand the requirements of the role and set and follow an effective plan of work. The principal must review the work progress, contact the new member regularly and assist him/her to become a fully integrated member of the school.

In line with the probationary policy, the principal, will hold a One Month review to formally discuss the new employee performance with him/her. The outcomes of this review will be recorded in the probation form.

A further formal review of the new employee's performance will take place after five months and details will be recorded.

By the end of six months, the principal and the new staff-member should be confident that all areas of the induction have been covered and the induction checklist has been completed and placed in the file for reference.

**3. School HR policy:** - Staff appraisal and professional development measures to motivate and retain teachers: -

Human resources department of the school creates performance appraisal as a tool for employees to advance in their careers.

- They give feedback on effectiveness of their job.
- Ensuring that they are managing and achieving the goals set for them and assisting them, if they fall short.

Performance appraisal includes the following tools:

1. 360-degree feedback
2. MBP (management by objectives)
3. Psychological appraisals
4. BARS – behaviorally anchored rating scale.

360 DFB:- mentor, peer, students, or the direct reports provide confidential, anonymous evaluation to gain insight into the hidden strengths or weaknesses.

MBO:- the employee are reformed to certain objectives to work towards.

The HR policy ensure to motivate the employees to go for defined targets so as to have better clarity. These may be extra co-curricular activities als. Management by objectives fosters communication and positive relationship between the principal and staff, all working towards a common purpose. Focused and this results in increased learning by the students.

Psychological appraisal: HR's approach towards the employee for his performance. HR attempts to evaluate how an employee might perform in the future rather than assessing how he/she has performed in the past. HR tends to focus on employees' emotional, intellectual, and motivational characteristics affecting his/her performance.

Teachers' performance will be assessed every year against the relevant teacher standards, their objectives, and their role in the school.

Purpose: The procedure sets out how it will improve outcomes for students and raise the morale of teachers, by motivating teachers to update their skills and improve their performance.

Application of the Appraisal Policy: This policy applies to the Head Teacher and to all qualified teachers employed at the school, except those on a contract of less than one term and those undergoing induction.

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively.

### **Reviewing performance:**

The effective and efficient operation of the appraisal process requires lesson observation within an atmosphere of support and co-operation, integrity and courtesy. At least 5 working days' notice of the date and time of the observation will be given, and verbal feedback provided by at least by the end of the day & written feedback within 5 working days. Classroom observation will be carried out.

If sufficient progress is made such that the teacher is performing at a level that indicates that there is no longer a possibility of capability procedures being invoked, the teacher should be informed of this at a formal meeting with the appraiser or the Principal. Following this meeting, the appraisal process will continue as normal.

If insufficient improvement is made over a time period, the teacher will be invited to a transition meeting to determine formal capability proceedings.

The appraisal and capability processes will be treated with confidentiality.

### **Monitoring and Evaluation:**

The governing body and the Principal will monitor the operation and effectiveness of the school's appraisal arrangements. The Principal will provide the governing body with a written report on the operation of the school's appraisal and capability.

Policies annually .

Retention: The governing body and the principal will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

4.The school policy inclusive of capacity building of its principal and teachers as per their needs is in place. The effective school leadership is important for successful school improvement, keeping in loop school organization, culture, and teachers and learning environment. The principal of any school has a key role to play in creating and sustaining a positive school culture. As per school HR policy, key dimensions of capacity building of the principal are identified as:

- \* Defining the vision, values, and direction.
- \* Improving conditions for teaching and learning.
- \* Aligning roles and responsibilities and creating enhancing effective teaching and learning environment.
- \* Redesigning and enriching the curriculum.
- \* Enhancing teacher quality.
- \* Defining and modeling common values.
- \* Ensuring students' well-being and providing equitable access to support for all students.
- \* Lead by example - with integrity, creativity, resilience, and clarity.

Principal needs regular participation in workshops to ensure improve on skills required for effective school administration. To focus academic energy on developing a child's innate ability for learning. Training staff in professional competencies and personality development.

**\*Capacity Building & HR Policy for Teachers :-**

- \* Creative lesson plans
- \* Creative home-work
- \* Interactive sessions with children
- \* Building up the confidence of the teachers to overcome any type of situation
- \* Teaching and learning approaches to meet the changing needs
- \* A multiplicity of challenges must be acknowledged and overcome (curriculum workshops)
- \* Training workshops - (subject workshops)
- \* Coaching and mentoring sessions
- \* Knowledge sharing platforms
- \* Classroom observations
- \* Teacher evaluation

## **5.SCHOOL HR POLICY WITH REGARD TO SALARY AND OTHER ALLOWANCES TO THE STAFF IN PLACE**

- \* It is expedient to regulate the recruitment and rules of services of all the employees.
- \* These service rules will come into effect to employees from the date of the employment (official) joining date and shall apply to all categories of employees i.e., teaching and non-teaching staff working in the school.
- \* In case of persons appointed on a part-time or on contract basis, the applicability of these rules shall be subject to such special terms and conditions as may be decided by the management from time to time.
- \* Service rules are subject to alteration or revision if found necessary by the management of the school. These rules shall form the part of the employment terms and conditions of all the employees.
- \* SBRS School is an unaided private school run by Lotus educational society Mullowal, Sangrur.
- \* The school core committee governs and guides, decides and implements policies recommended by the managing committee and sees day-to-day running of the school.
- \* Supervises the activity of the school for its smooth functioning.
- \* Makes the appointments of teaching and non-teaching staff.
- \* Empowers the Principal for sanctioning the leave to staff and teachers.

Maintains accounts of the school, school records, service book of teachers and other registers.

In the first year of service, summer vacation salary will be released only after completion of 8 months of service.

Appraisal will be conducted once a year. If a candidate performs below expected level, then he/she will be given a chance to improve and then a second appraisal will be conducted.

Appointments of all categories are made through a selection committee constituted by the school. All the employees shall be given Letter of Appointment. The appointments will be on probation for a period of 12 months.

### **All the required documents such as:**

- \* a) Date of Birth
- \* b) Address Proof
- \* c) Attested Degrees/Diploma Certificates
- \* d) Work experience certificate/Letter have to be submitted to the school.

For Increment and confirmation, one or two years from the date of provisional appointment will be counted.

Scale of pay, allowances, annual increments and benefits of the employees shall be recommended by the School Core Committee and the Board members.

The eligible employees shall be entitled to an Employee's Provident Fund Scheme. All the staff receiving salary are liable for taxes as per norms.

The annual increment for confirmed employees will be applicable to the staff that have got confirmed 6 months before. Fee waiver for staff children will be given if they are part-time/full-time as per level definition. Tuition fee: Once paid, cannot be refunded. Medical checkup: All new employees will submit a fitness certificate at the time of appointment. Staff training: The employees will be required to update knowledge and skills every year by attending in-service programs. These may be within or after school hours or on holidays.

**Leave:** The staff salary should be released before the 10th of every month but it may be delayed to 15th of the month. Last working day of the month will be the last date to regularize the leave record. To regularize it, the staff has to get the Head's signature and approval for that. Categories of leave: Privilege Leave (Earned Leave), Casual Leave, Extra ordinary Leave (Crisis). If any leave is taken on Saturday and Monday, then Sunday will be counted as leave.

A phone call or a message is required if you have taken an unexpected fall leave. If the leave is prolonged due to certain unavoidable circumstances and no information is given then there is loss of pay, at the discretion of the management. If an employee, at any time after confirmation intends to resign, he/she shall give 3 months' notice in writing or 3 months' salary. Notice period is applicable only for working months. The working hours may be different for teaching and Non-teaching staff. An employee is required to conduct and organize co-curricular programs and perform duties beyond normal working hours. Attendance: Every employee is expected to reach the school punctually. Late coming will invite deduction in salary as per rule...

An application to be submitted to Principal, if coming late or going early due to some unavoidable work.

**Private and Other Tuitions:** No staff member shall undertake tuition of students. Sports teacher can take up special coaching sessions for individual children/ groups with prior information in writing from the Principal.

## **6. SCHOOL HR POLICY INCLUSIVE OF PARENTAL INVOLVEMENT & ENGAGEMENT IN THE EDUCATION OF THEIR WARDS.**

Dual Navigation Approach (DNA) fully distinguishes and develops the two primary branches of Parental Participation, i.e. the school-based component and the home-based aspect...

A responsible parent should attend parent-teacher's meetings regularly for discussions with the class teacher about the educational program being implemented.

Obligations towards and support for the child ensuring the child's well-being: physical health, nutrition, clothing, hygiene... Talk to the child.

Home-school communication - to meet with the teachers, attending information sessions. Parents should supervise homework and support the work of teachers. Joint book reading, trips to libraries, museums.

Parents should carry out their responsibilities as educator in instilling in their children respect and strict obedience for all school rules and regulations. Parents must check that the child carries books/notebooks according to the time table. Homework must be given a priority in the daily schedule.

Encourage your ward to read good books or play - Instead of viewing TV, play games.

- Parents are not permitted to meet teachers during school hours. In special cases, parents may be allowed to meet the teacher with prior permission from the academic incharge.
- Encourage your ward to take a balanced interest in studies, co-curricular activities and sports.
- Criticism of a teacher of the school must be scrupulously avoided as it causes the student to lose respect for the teacher, with consequent failure to learn from her, thus retarding the child's progress.
- Messages sent to the school from parents should be delivered in person, in writing, or by telephone.
- Spend quality time with your kids.
- Motivate your child to maintain a proper code of conduct. Any misbehaviour/indiscipline and damage to school property may lead to disciplinary action.
- Parents should never allow unchecked and unsupervised access to the Internet and social networking websites.
- A careful combination of firmness and transparency should be used.

- Parents should keep a close watch on their child's friend circle and must keep a track of the expenditure of the pocket money of the child and help him to develop a habit of saving money.
- Be patient with your child; never show paroxysms of anger, give off-the-cuff remarks, or jump to conclusions without listening to your child.

**7. SCHOOL HR, POLICY INCLUSIVE OF STUDENTS AS A RESOURCE FOR BRINGING OUT IMPROVEMENT IN SCHOOL PRACTICES:**

- 1.All the students are made to feel welcome on arrival at the school.
- 2.All the students are of all students the students is displayed around campus and in classrooms.
- 3.All students are encouraged to take part in all school activities .
- 4.The achievements of the students are celebrated and appreciated.
- 5.All Students are made to feel they are expected to achieve high.
- 6.It is expected that warm and friendly relations occur between staff and students.
- 7.Respect is shown for different traditions and religious beliefs.
- 8.There is communication between parents and school.
9. Parent's feel they are involved in supporting the Child's learning.
- 10.Efforts are made by the school to overcome potential barriers in participation and learning.
- 11."The School is accessible to all students.
- 12.The school has regular staff developmental activities focused on the improvement of Teaching.
- 13.The school has a proper system to check the student attendance in School and vans.
- 14.Students are offered opportunities to comment on how it feels to be a member of the school.
15. The progress and achievements of every student is tracked.
- 16.The school assists in organizing and educating children on healthy eating and living habits to prevent sickness.
17. The school has a grievance redressal cell to hear school-related grievances of children, parents, and the community.
18. Life-skill education is transacted through interactive and experiential learning to bring about desirable changes in the behavior of students by focusing on reinforcement of positive skills and attitudes.
19. The school enables students to develop various mental, well-being competencies to empower them to take positive action to protect themselves and promote health and positive social relationships.
20. The school supports the social, emotional, physical, and mental health needs of all students through evidence-based strategies.
21. The school ensures fair administration of student discipline policies in ways that treat students with dignity and respect.

## **8. SCHOOL HR POLICY THAT DEFINES PRACTICES THAT ENCOURAGE AND MOTIVATE TEACHERS:**

1. The school shall offer appreciation for the dedication and hard work of the teachers.
2. The school shall recognize teachers who go above and beyond expectations.
3. The Principal/Head shall remain as approachable as possible to make the teaching staff feel comfortable and motivated as well as to address teachers' problems and questions.
4. The Principal/Head shall maintain an open-door policy and remain highly visible.
5. The school shall provide a platform for the teachers to share their validated and support the work.
6. Supporting and integrating their ideas, motivates teachers to think out of the box.
7. The school shall allow team-building social events for the staff to create deeper relationships and rapport with co-workers.
8. The school shall provide teachers with a planning day to get in-depth with their learning and preparation for the next topic/activity.
9. The school shall be cognizant of stress periods for the staff and avoid adding unnecessary work during those situations.
10. The administrator shall motivate and support the teachers by helping them make realize their strengths.
11. The administrator shall empower every teacher in the ability to enjoy the subject, as the unique passion will motivate that students as well.

### **\*HR Policy to prevent attrition.**

1. A pleasant work environment where professionals feel excited to deliver high-quality education...
2. To provide an atmosphere that makes the staff feel comfortable and inspired for innovations.
3. The school shall assess the compatibility of/between personalities of members of school teaching teams.
4. The school shall create an atmosphere that promotes mental and physical health while sustaining quality education.
5. The leader shall develop meaningful connections with the staff team to make positive impacts in education.
6. The school shall provide creative freedom to fulfil the occupational task to the staff deemed if.
7. The school shall provide opportunities to staff to develop their skill sets.
8. The earning potential is comparable to the other institutes of the area.
9. The school shall conduct an exit interview between the employer and the employee.

**9.SCHOOL HR POLICY INCLUSIVE OF RECOGNITION PROGRAM FOR STAFF THAT INCREASES ENGAGEMENT AND STRENGTHENS EMPLOYEE - LEADER RELATIONSHIP IN PLACE:**

- \* The teachers to feel confident in coming to the Principal to discuss issues in the classroom, problems with students, or anything that affects their school.
- \* The teachers to be provided with tools & resources they need to successfully educate their students.
- \* The work of the teacher should be appreciated or recognized.
- \* Teachers should be encouraged to work collectively on projects and lesson plans.
- \* A respectful, safe and supportive work environment should be provided to monitor teacher burnout.
- \* It is desired to present a united front in conflict with parents and to discuss possible alternatives with teacher in private.
- \* The Principal should provide collaborative, ongoing feedback during the planning of lessons and review of student assessment data.
- \* The principal should involve the staff in goal setting for student achievement and student learning and creating mutual - respectful environment.
- \* The teacher-evaluation should be fair and meaningful to guide teacher growth & improve student outcome.

**10.SCHOOL HR POLICY REFLECTING PRACTICES THAT FOCUS ON PHYSICAL, SOCIO-EMOTIONAL AND MENTAL WELL-BEING OF STAFF MEMBERS:**

- 1.The school is a dedicated workplace with positive environment for the staff.
2. Introducing yoga and fitness activities for the staff (Deep-breathing)
3. A well-being strategy is established where the school leader regularly listens to staff and help to address the factors that might have negative impact on the staff.
4. Regular staff meetings to foster a sense of team - work and belongingness.
5. The teachers are allowed to engage with others socially in different situations to allow to relax or recharge.
6. A school has a culture which enables staff and teachers to try more and worry less.
7. The staff is encouraged to extend support to each other in providing opportunities for reflective practices and school-based challenges.
- 8.The school leader has to model good mental health and well-being behavior and practice.
- 9.Resilience-based workshops are offered to the staff to help normalize the process of speaking about well-being.