# Health, Safety & Child Protection
## Quarterly Newsletter

**Editorial Board:** Udayakumar K, Cdr. Narendra Kumar
**Volume 13, July 2020**

**HSCP** — Health Safety & Child Protection

**RYAN** EDUNATION

## Views from the School Stakeholders

**Vinod Sharma**
Chief Marketing Officer &
Bussiness Head
Edunation Services Pvt Ltd.

### Challenges of Leadership during Pandemic

"It doesn't take a hero to order men into battle. It takes a hero to be one of those men who goes into battle."

**- Norman Schwarzkopf**

As we look around us the world has undergone a cataclysmic change and nature of change due to the pandemic has been both unprecedented and accelerated. Every such situation throws up a new challenge to Leaders.

But more often than not I have myself wondered who a "LEADER" is ??  I believe - Everybody is a leader, whether you are a CEO, a School Leader, a manager, - The one who leads from the front is a leader. The one who sets an example is a leader. The one who walks the talk is a leader.

Indian Education is seeing a tectonic shift as the meaning and purpose of learning, and how and where learning occurs change. In these highly stressful, increasingly complex, 12 to 14-hour-day leadership cycles, most school leaders face mounting complexity to close the achievement gap, to transform organisational structures, and to meet accountability goals with little space to reflect and renew.

Outstanding school leadership relies on focus, clarity, compassion, and connection. Effective leadership is the need of the hour and will help us chart a new course and navigate the crisis. More importantly help us move ahead in these moments which are filled with ambiguity and unforeseen challenges. As Leaders, we should work on three things: Purpose, Support our stakeholders, and improve organisational resilience.

1. Clarify purpose: What is the core reason for being and what is the impact we are making in the world. The key point here is to instil confidence in the people who work with us - our teachers, our staff and more importantly our parents whom we affect at large. As a leader, we will need to explain, clarify and rethink existing assumptions and reimagine everything- from the way we teach to doing things.

2. Support Stakeholders: Identifying what your "customer" needs and more importantly recognising that each will differ from the other, serve them effectively and most important of them all communicate - Share every success and learning. In this world that is every changing by the minute and every changing regulatory landscape with no clear path on the way forward, it is immensely important to keep channels of communication open and healthy.

3. Improve Organisation resilience: Empower your teams, stay the course, embrace change and raise the bar for individuals to aspire to achieve more. Too often school leaders hold themselves to punishingly high standards. As school leaders, we need to learn to comfort ourselves in the moment when faced with your own personal failings, to honour and to accept your humanness.

As we navigate an uncertain road today, our approach to this moment will inform the way we lead tomorrow.

## Views from the School Stakeholders

**Nidhi Thapar**
Vice President –
Head Academics
Edunation Services Pvt Ltd.

**You will never know how much you can accomplish until you try. NEVER STOP TRYING!**

This was the mantra the academic team at Edunation shared with the schools when we were all thrown in the deep due to closure of schools in March.

Unknown times unfolded unknown challenges and unexpected and unprecedented situations. It was imperative that amongst all the unknowns and the uncertainties we ensure that our learners have a semblance of normalcy through people and practices they were most familiar with. The responsibility of ascertaining this came to the teachers, the people the learners always look up to with hope-filled eyes.

The society came to a halt during the COVID time, the teachers rose, and how! The teachers, who themselves were trying to navigate through the changed circumstances.

On one hand, they had to equip themselves both in terms of equipment and skills to conduct classes virtually and on the other hand, with no house help they had to hold fort at the domestic front. The teachers were anxious, fearful, worried, overwhelmed, and sad. Anxiety, by far, the most frequently mentioned emotion. The reasons educators gave for these stress-related feelings were multiple.

A few of course were personal, a general fear that they or someone in their family would contract COVID-19, their stress around managing their own and their families' needs while simultaneously working full-time from home. Others were around ensuring the availability of resources for seamless execution of online classes be it the laptops, internet bandwidth, or even the technical know how.

While teachers treaded on the path shown by us, it became our responsibility to help and support those who were ready to support the learners. One aspect of it involved freeing the teachers from anxieties and stress related to planning and conducting classes virtually. Teachers' training, both regarding the use of virtual platform and instructional practices to be followed for virtual teaching eased much of the initial nerves. The school leadership team then took on the onerous task of ensuring the well-being of each member of the team. From focussed group meetings to Ontakshri (online antakshri), from fun meeting to one on one sessions; everything that had been unthought of or perceived as "not possible" was done to keep anxiety and stress at bay.

This brings me to the emotional wellbeing of our educators. What we need to collectively understand is that, the more sensitive we can be to our educators' emotional needs today, the better we will be able to support them now and when schools reopen. The space between how we feel and how we want to feel presents an opportunity to work together to improve the emotional climate of our schools. One of the effective methods of attending to the gaps in feelings and emotional expectations is through process of creating an "Emotional Intelligence Charter" with the faculty and staff. Specifically, a charter reflects the agreed-upon feelings and behaviours of the members of the learning community.

It starts with a deceptively simple question: How do we want to feel as a faculty/staff? A Principal or group of teachers can pose the question to the faculty and staff at their school. Once everyone shares their top three or four hoped-for feelings, the goal is to narrow them all down to a "top five" list reflective of the entire faculty.

The second question is : What do we need to do for everyone to feel this way? Here, faculty and staff share specific ideas that would support them in experiencing each of the

## Views from the School Stakeholders

feelings. The goal is to come up with two or three observable behaviours that are realistic and attainable for each feeling. For example, in order for teachers to feel supported around distance learning, what exactly will everyone agree to do differently so everyone feels supported? If teachers want to feel more valued, what are the specific things schools can do?

Perhaps a survey around these to capture the responses would help prepare a laundry list of actionable points.

What has come out clearly through my interactions with teachers, school leaders and team members is that when the vision is shared, when goals are common, when I know I will be consulted ,when I know I will be heard, when I know it is ok to make a mistake , then All Will Be Well !



**Dr. Vandana Choudhary**
School Counselor
Ryan Edunation School
Jaipur

**Challenging Issues of mental health among Children**

"Anxiety travels faster than a virus. I get four six calls a week from parents to whose children are showing behavioural changes during lockdown.

Children's mental health has been the biggest casualty during the lockdown, worried parents have kept the professionals busy calling about psychosomatic disorders their children exhibit. A 6-year old is barely eating because she thinks her parents have punished her for the past 40 days. A 3-year old asked her parents if she dies from the virus, will they get a step daughter similar to step parents one reads about in fairy tales. A 6-year old woke up continuously with nightmares of the virus chasing him. A 15-year old has been put under medication for panic attacks because family time was spent watching news about the latest Covid-19 cases.  These psychosomatic symptoms are displayed by children across all age groups. In some cases "Teenagers are hooked on to their gaming consoles and the lockdown has led to them sleeping at 5 am, even skipping meals. Back aches from reclining posture, dry eyes, aggressive behaviour and strained equation with parents are some of the signs,"

Further, there are reports of 15-17-year olds who are very nervous because their board examinations have been cancelled.

Students are in different phases of their academic year. Some have completed it and some are waiting to take their entrance examinations. The major entrance exams of 2020 have not been held yet.

This uncertainty is causing considerable mental stress to the students.

Megha Gupta, who is preparing for medical as well as engineering entrance exams, said, "I am at the threshold of a career and I am facing a blank future. I do not know when these exams will be held and whether I will get time to search for other options. I am obviously under severe stress and so are my parents."

Alisha Siddiqui, a class nine student, is finding it difficult to adapt to the system of online learning. She said "The Internet is erratic and I miss out on the online classes. This adds to the stress because I will be taking the board finals next year.

 "Children dream of their days in school, playgrounds but now they are cooped up inside and are not making happy memories". In a survey, Parents/care givers are reported that their children's behaviour had got worse over time, with an increase in behaviours such as temper tantrums, arguments and children not doing what they are asked.  They also reported that their children showed greater levels of restlessness/fidgety behaviour and difficulties concentrating over the one month period.

'This research suggests that many younger children have found it increasingly hard to cope as the lockdown period has gone on, which may be because of loneliness, fears about the coronavirus or a loss of the routines and support that come with school.

'The picture appears to be more variable for older children in this study. Following the anxiety and uncertainty of going into lockdown, some are likely to have found the restrictions more difficult as time as gone on, while others - including those who feel safe and secure at home but who find school challenging – may have adapted well to their new reality. For those young people, going back to school after a long break may well be tough, and it's vital that there's a re-adjustment period where wellbeing is prioritised.

'It's also important to recognise that some of the most vulnerable young people in our society - including those who have experienced abuse, violence or neglect - are often the hardest to identify. We need to ensure that effective support is available for all children who need it now and as restrictions lift.'

From
## HSCP Editorial Desk

**Covid 19- Exploring the New Normal**

COVID 19 induced nationwide closures are adversely affecting over 60% of the world's student population. The scenario is worse in case of developing nations where the access to virtual schooling is not as seamless as in case of developed nations. In India alone, 320 million students have been affected by COVID-19 school closures, and though the government quickly recommended shifting to virtual schooling, this has not taken into account India's immense digital divide where less than 30% percent of Indian households have quality internet access.

School closures under COVID has flagged emerging concerns around learners on many fronts, some of the important ones being:

**• Disrupted learning:**

Schooling provides essential learning and when schools close, children and youth are deprived opportunities for holistic growth and development. Closure has impacted the tacit elements of education more than the obvious ones.

**• Inadequate childcare:**

Under the present scenario with working parents, these sudden closures exposes children to less than appropriate childcare which can lead to risky behaviours, including increased influence of peer pressure and in some cases substance abuse too.

**• Increased stress on parents.**
Most Indian houses are nor prepared from infrastructure and technical skills to support online learning setup, which often induces stress in the environment.

**• Social isolation:**

Schools are hubs of social activity and human interaction. When schools close, many children and youth miss out of on social contact that is essential to learning and psychological development.

The above cited concerns forced upon the society at this moment due to COVID have posed the requirement of looking at creating conditions that can support early return of students to the school campus. This issue in itself is a challenging task with divided opinion from experts in the medical field. Nonetheless, we are sure that schools will open soon and we need to create a reassuring environment in the school to welcome our young learners.

Considering social distancing and high standards of personal hygiene at the core of the preventive measures for spread of COVID, we have focused our actions under the campus readiness to address these issues. We have approached the entire issue in a structured Risk-Assessment process considering the entire daily activity cycle of any learner in the school.

These actions have in addition been guided by various directives and advisories from local and central authorities. The material readiness and human capital required to support these actions in the campus have been looked in detail while creating policies, checklists, signage and review mechanism.

The process flow in general is depicted below:
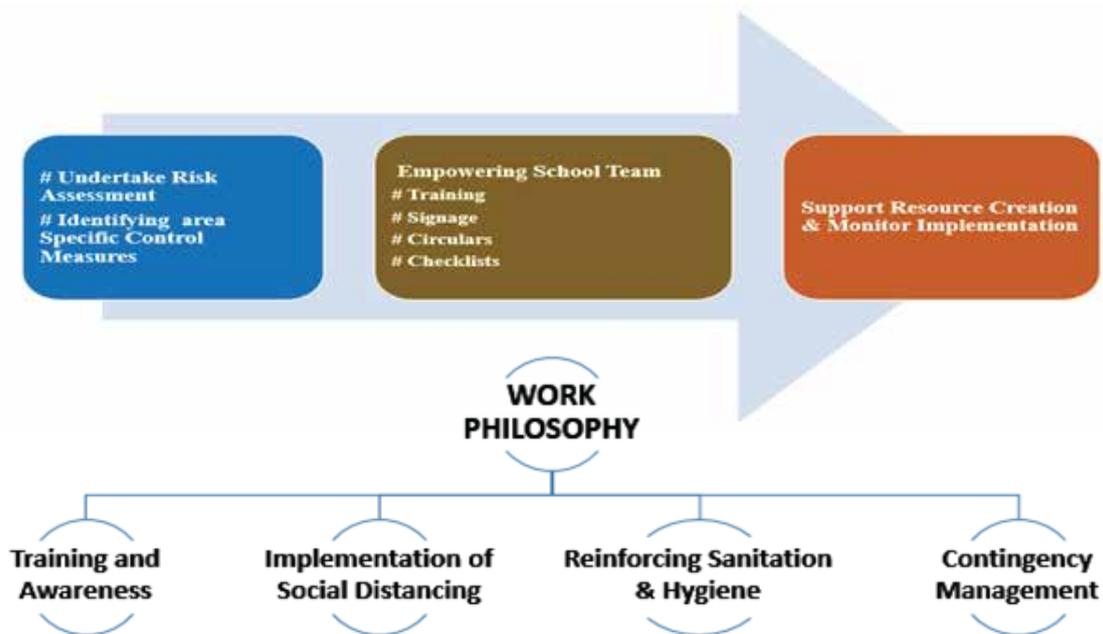


The scope of activities include preparing the classrooms (seating with social distancing), washrooms sanitisation, arrival/dispersal procedures, school bus sanitisation and strict visitor management policies. Taking cognizance of the fact that COVID would be affecting learners on emotional level as well, we have increased the counsellor engagements with learners. Schools have been advised to not only implement these measures with diligence but also engage with our parents to create a sense of comfort in sending their loved ones to the school earliest.

While doing so we were conscious of the fact that the school administration team will need a safe work environment to work with a sense of safety while preparing the school for the learners. Accordingly, the entire administration area was prepared with similar diligence.

Various inputs from the environment and the reports on the spread of the COVID now unambiguously point in the direction of a future in which these measures are likely to remain in force for long time to come and hence we need to adopt these as the new normal. This will require planning on both material and HR front to support the sustained implementation with adequate diligence.

We stand committed to walking this path as there is nothing more important to us than the well-being of our young learners-the future citizens of our country.

**HSCP activities / Initiatives around our Schools**

1. **HSCP Online Learning activities**

   COVID times and extended lockdown has impacted normal schooling and learning has shifted to the online platforms. Along with the live classes that are happening through online classrooms we have incorporated a module of HSCP related topics for engaging our learners on various modules of Health Safety and Child Protection. The details of the HSCP module is tabulated below.

| Grade | Topic 1 | Objective | Topic 2 | Objective | Topic 3 | Objective | Topic 4 | Objective |
|---|---|---|---|---|---|---|---|---|
| Primary School (Grade 1-4) | Balanced Diet & Importance on Health | To know the importance of Balanced Diet | Personal Safety, Safe and unsafe touch | To make aware of important terms in Personal Safety | Spot the Hazards | To develop skills of hazard identification in learners | Personal Hygiene and Its Importance | To educate students about importance and benefits of good personal Hygiene |
| Middle School (Grade 5-7) | Personal Safety, Safe and unsafe touch | To make aware of important terms in Personal Safety | Bullying / Cyber Bullying | To make students aware of online behaviour and handling cyber bullying cases | Online Safety | Educate student on communicating & behaviour on online platforms | Risk identification /Spot the hazards | To develop skills of hazard identification in learners |
| Senior School (Grade 8-12) | Cyber Bullying | To make students aware of online behaviour and handling cyber bullying cases | Online Safety and Abuses | Educate and sensitize students on handling online risks | Digital Literacy & Online Communication | Educate student on communicating on online platforms & electronic exchange of information with other people | Safe Handling of Social Media | To develop skills of safe social media usage |

**2. COVID-19 School Re-opening readiness protocols.**

HSCP team has structured a protocol on "COVID-19 school re-opening readiness" to enable each of our schools to plan readiness measures with a proactive approach. The Process manual included various polices, monitoring checklists, signage's, material readiness and training materials. Each of the school ERT team members are oriented on the entire process by the central HSCP. Central HSCP team will work with the school ERT to review the situation on ground at periodic intervals and prescribe corrective measures as required.

ERT Team actions

Policies and controls

Administrative controls

School Readiness Protocols

Signages

Training and Awareness

Checklist

# HSCP
Health Safety & Child Protection

Social distance measures at the school entry gates with signages



Social distancing measures in the corridors



Social distancing measures in the classrooms



Bus disinfection protocols followed



Set up of separate Isolation rooms



Disinfection of buses



Social distancing measures in the wash rooms



ERT Meeting at JGS Mallapur Campus



HK staff breifing at Amanora



Infirmary staff training on Covid 19 precuations at TMPIS

## Technology - IR Thermometer/Scanners

An infrared thermometer or a non-contact thermal scanner which can be used to measure the body temperature without bringing the device in contact with the equipment, hence the chances of infection and transferable diseases automatically gets reduced. For IR thermometer Usually, 6 inches is considered the ideal distance for using an infrared thermometer and correctly monitoring the temperature.

### How does the infrared thermometer works?

Thermometer has a lens that helps to focus the desired object while infrared rays re used to measure the amount of heat generated by the body or an object. Hence So, these thermometers can even be used to measure the temperature of dangerous objects or edible products during the processing stage that cannot be touched.

### Benefits of IR thermometer or Scanner

Being a non-contact object, there is a lesser chance of passing on the infection or germs from one person to another. Unlike a contact thermometer, you do not have to wash these thermometers after every measurement.

**Safety Precautions**

- Use extreme caution when the laser beam is turned on.

- Do not let the laser beam enter your eye or another person's eye.

- Be careful not to let the laser beam on a reflective surface strike your eye.

# NEWSLETTER

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## Cartoon Section

### Cartoon - Online Classes Etiquettes



Follow login instructions. Don't share meeting details with anyone else

Ensure you are dressed in a presentable manner

Follow discipline as you are in real classroom

Limit distractions during the online classes

Frequently monitor other online activities of the child during online classes

### Physical activities at home for young children during COVID-19



Online yoga

Make an action movie

Learn to juggle

Create dance routines

Build an obstacle course

Skipping

Challenge mates online

Balloon volleyball

Infographics by Steven Hanson

# NEWSLETTER

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## Quiz Session-Health, Personal & Hand Hygiene

Highlight hidden word (listed in the right side of the table)

## Personal Hygiene

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E | F | P | U | L | E | N | N | A | L | F | H | S | R |
| T | S | P | E | R | F | U | M | E | E | H | Y | O | W |
| S | T | A | W | A | T | E | R | O | W | R | A | A | R |
| A | S | S | O | S | P | A | O | S | O | S | S | B | S |
| P | Y | H | O | W | G | U | T | T | T | H | O | H | M |
| H | H | A | G | E | R | A | G | O | S | A | F | O | S |
| T | T | V | E | A | I | S | O | A | R | M | M | T | O |
| O | L | I | R | T | E | T | O | S | G | P | O | T | R |
| O | A | N | M | B | H | O | R | H | S | O | T | N | A |
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| T | A | U | D | E | O | D | O | R | A | N | T | R | A |
| W | S | W | S | H | O | W | E | R | C | R | A | H | I |
| H | A | Y | L | S | S | F | G | N | I | H | T | A | B |

DEODORANT
SHAMPOO
PERFUME
TOOTHBRUSH
HEALTHY
TOOTHPASTE
SCRUBBING
GERMS
TOWEL
SHOWER
FLANNEL
BATHING
WATER
WASH
SOAP
RAG
SHAVING
SWEAT

Wish you Safe and Happy Online Learning
Stay Home, Stay Safe.

For any editorial queries, feedback and suggestions reach us:
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