

Lec 02

Welcome back to the course. Today we delve into a very important chapter which deals with child safety in physical education. In this chapter we will go through 10 sections. The first is introduction among child safety and role of PE teachers. The second we understand the comprehensive framework of child safety encompassing physical, emotional and psychological safety. Third, we delve into the legal framework, the POCSO Act and the school policies.

The fourth section is about creating a safe PE environment for child safety. Then we delve into identifying and responding to child abuse, physical, behavioral and emotional signs. The sixth section is about responding to emergencies, first aid, emergency plans and incident reporting. Developing a personal action plan, identifying risk, setting goals and taking action is our seventh section.

At the end, we will deep dive into child safety best practices and conclude the ongoing and crucial role of PE teachers in child safety. and you will get the resources on various documents on child safety in section 10. So, let us start with section 1, introduction of child safety and the special role that PE teacher play. Child safety refers to being aware about policies, measure and best practices put in place to protect children from harm, ensuring their physical, emotional and psychological well-being. It encompasses a broad range of aspects including preventing accidents and injuries, safeguarding them against abuse or neglect and most importantly creating a supportive environment where children feel supported and respected.

are able to participate, express themselves freely regardless of their abilities and social background etc. in their PE classes. Safety is paramount. It precedes the need for education. As PE teachers, we are responsible for helping students grow physically, emotionally and mentally through sports and activities.

When we push them physically, there is a risk of physical injury. We are involving them into competitive matches. A lot of team games where a lot of emotions come out and that's where we interact with them, we provide feedback, we criticize them, we try to improve them and that's where the risk lies for them getting emotionally and psychologically harmed. So in this training module, we will explore the principles and practices that ensure child safety in physical education. And we will also deep dive into critical laws, policies and real world examples, which will help you deepen your understanding on child safety and put that into practice.

So just to apprise you on the gravity of this situation that globally over 25% of children face physical or emotional harm within their school environment. In India alone, 36% of the population is under the age of 18, which is the legal definition of a child. Schools are meant to be safe places for these children, yet thousands of cases of child abuse, neglect and

injuries are reported every year, and PE teachers somehow are at the center of these issues. Another report says that there have been 50,000 cases of crime against children, which occur in only educational institutions. And between the year 2017 and 20, there were 24 lakh cases of child abuse that were reported, out of which 80% of the victims were girls below the age of 14.

And there are many cases which do not go reported. And hence, as PE teachers, we play a significant role in this, we spend significant time with students, both in structured and unstructured setting, informal settings, and making us a crucial gatekeepers of child safety. So, what is our role as PE teachers in ensuring child safety. First and foremost is we are the guardians of physical safety which we will deep dive into in our next section and promoters of emotional and psychological well-being. In the last chapter where we deep dived into the quality essential qualities of PE teachers, we spoke about how physical education can help maintain emotional and psychological well-being.

And here in this chapter we will deep dive into how do we ensure emotional and psychological well-being and what does it mean to harm emotional and psychological well-being of children. The third and very important point that we play here is being aware of the various legal and school specific policy for child safety and being compliant on those legal policies, measures and practices. So what is our special role? See the nature of PE classes is such that it often fosters strong student-teacher relationships built on trust and mentorship. Students may feel more comfortable confiding in a PE teacher about sensitive matters. Social dynamics.

So, PE teachers are very close to social dynamics. The less structured informal setting of PE classes can encourage students to open up more freely. PE teachers often observe students in various states of stress and exertion. This allows them to notice physical signs of abuse neglect or emotional distress such as unexplained injuries, change in hygiene, sudden changes in behavior or performance. Secondly, we are experts in physical safety.

Nobody understands physical education, physical activity better than physical education teachers and they are naturally attuned to students' physical well-being and They are able to correct techniques, provide warm-ups, precautions to prevent injuries and make them more likely to notice physical signs of abuse and neglect. Thirdly, different student interactions. PE classes often involve mixed gender groups and different social groupings than regular classrooms, providing a broader perspective on student behavior. And hence PE teachers will be more aware of the individual needs, individual traits of students than any other teacher, which makes their role very special. And lastly, our role is special because PE teachers imparts essential skills through sports and activities such as risk assessment, teamwork, communication, conflict resolution, preventing overtraining, unhealthy competition or neglecting hydration and nutrition.

These skills not only ensures child safety during PE classes but also prepare children to

navigate risk is everyday life confidently and build lifelong child safety habits. Section 2, in this section we will understand comprehensive definition of child safety in the context of physical, emotional and psychological safety. The first and foremost is the physical safety. Preventing injuries by supervising activities properly, ensuring equipment is safe, encouraging students to warm up and cool down. Physical safety does not start with your PE classes, it starts as the planning stage.

You can prevent injuries, equipment usage by using the correct age appropriate and developmental progression in your activities. So, physical safety starts at your planning stage. For example, if you have, if you are testing aerobic capacity for class 1 using a beep test, no matter how sharp is your supervision, whether you have provided a warm up or a cool Injuries are bound to happen because the design structure itself is faulty. Hence, physical safety starts in the planning stage. And when you are doing classes, that's when you need to be very sharp with your observing skills, supervising skills and make sure that you are following the safety protocols.

The second and third would be emotional and psychological safety. Creating an atmosphere of trust where students feel supported, not afraid to participate and feel free to express their concern is paramount for emotional and psychological safety. You are responsible for ensuring no bullying or teasing takes place in your classes. Other aspects of emotional and psychological safety are negative remarks, humiliating, criticizing continuously, degrading punishments, unrealistic expectation, pushing children beyond their limit and not knowing unrealistic expectations about their performance, their participation can also harm them psychologically. Lastly, the most important aspect of psychological emotional safety is neglect, which is often not understood by PE teachers and hence we will go a little deeper in this topic.

Physical neglect, ignoring health and safety concerns. This can include overlooking signs of illness, injury in students or failing to address unsafe condition in the gym or in the field. So, suppose you see a child with a handkerchief wrapped on his hand and you completely ignore it, you do not ask any questions, you are not concerned about it, constitutes to physical neglect. Lack of proper supervision, neglecting to provide adequate supervision during PE classes, leaving students vulnerable to accidents or conflicts. So, playgrounds are being used for multiple uses these days, they are being used for annual days, special days, special events and there is lot of leftover from these events in terms of materials for construction and temporary construction materials.

So, not paying attention after such events to clear the ground, ensuring that they are safe constitutes for physical neglect. Then denying necessary resources, failing to provide students with proper equipment. For example, you have a basketball class for grade 4 and subsequent to that you have a grade 3 coming in, but you do not make an effort to go back to the sports room and bring a softball, but you continue the next activity, it could be dodgeball with basketball. So, such carelessness, neglect constitutes a physical neglect. Second is

emotional neglect.

It is very important to understand what does emotional neglect mean because most of us are not aware of it. Ignoring emotional distress, overlooking or dismissing signs of emotional distress in students such as anxiety, fear or social withdrawal. Pay attention to such indicators of behavioral changes and support children. Creating a non-inclusive environment. Fostering a hostile or discriminatory environment where students feel excluded, bullied, marginalized or socially isolated.

or having a lack of emotional expression for children. For example, a child may be very enthusiastic to impress you about his or her fitness course, trying to do very hard to improve number of push-ups that he is able to do or she is able to do and you are completely ignorant about it, you have no emotional expression, you do not appreciate. So, this constitutes to emotional neglect and can harm them psychologically. The third and the last kind of neglect is instructional neglect. Again, this starts at the planning stage.

Inadequate lesson planning and delivery, failing to plan and deliver engaging and developmentally appropriate PE lessons, leading to disinterest and lack of progress in students. So, if you have not planned the activities well, if you have not thought out, if your annual operating plan is not logical or student friendly. No matter how much hard work you put in, in terms of activities, children could end up being emotionally and psychologically harmed. And that could lead to decrease in motivation to participate in physical activity. Failure to monitor progress, neglecting to assess monitor students progress in physical fitness and skill development, resulting in missed opportunities for improvement.

So, children often want to do well in physical and fitness, physical and skill assessments, but they are not aware of their scores, what is a good score and failure to provide this information constitutes instructional neglect. It is very essential like in academics, students are very well aware of what is the passing percentage, what is distinction and they do not have to really think about it. But when it comes to physical fitness course, they need more guidance. What is a good number of laps that a grade 3 can do at his age? It could differ for boys, it could differ for girls. So, providing that information is very important.

Section 3, Legal Framework for Child Protection, the POCSO Act, 2012. So, Protection of Children from Sexual Offenses Act, a comprehensive legal framework that safeguards children from all forms of sexual abuse. As PE teacher, you must understand this act and how it applies to your role. Let us go through the key provisions of the POCSO Act. First is the definition of the child.

Any person under the age of 18 is considered as a child. Second is mandatory reporting. All of us are under this notion that if we have not done anything, we are outside any legal obligation, but that is not true. In fact, mandatory reporting is part of POCSO Act and if you suspect a case of abuse or if a child discloses to you about abuse that he has or she has gone

through, It is your legal obligation to report it immediately. Failure to report can lead to legal consequences.

So, this is a very important aspect of the act that reporting comes under legal obligation. So, you have to be very vigilant about your colleagues. If you see anything which risks child safety or abuse, you need to report it immediately. Then there is a special child friendly procedures in the POCSO Act and in the document provided in section 10, you need to go in detail and see what are the provisions and how can you help them, help them keep in practice. Punishments, the POCSO Act reinforces strict penalties for sexual harassment, assault, exploitation and also as we covered for not reporting incidents.

As PE teachers, we need to understand these provision in depth. Your position involves close interaction with students as we have seen in Section 1 and it is our duty to be vigilant about signs of abuse and to act in accordance with the law. Anti-child abuse policies in schools. The Act also requires every school to implement a robust anti-child abuse policy. This policy must detail clear procedures for reporting, preventing and addressing cases of abuse.

As PE teachers, you must be familiar with your school's specific protocols and know exactly what to do in case of suspected abuse. So, child sexual abuse includes a variety of sexual offenses including sexual assault, sexual grooming and sexual exploitation. Assault is defining offenses which an adult touches a child for the purpose of sexual gratification. Sexual grooming defines a social conduct of a potential child sex offender who seeks to make a minor more accepting of their advances.

For example, in an online chat room. So, you have to be very careful do not engage with children on social media handles, on WhatsApp and other forms of personal communication. and discourage children if you see advances from children to sending you a connection request, friend request on social media handles. You have to deal it very professionally, ensure that this is being announced through formal channels and you are not dealing this on a one-on-one basis in a private manner. The third form of sexual abuse is sexual exploitation, a term defining offences in which an adult victimises minor for advancement, sexual gratification or profit. While sexual assault includes touching behaviours which are very direct form of child abuse, we will delve into non-touching behaviors which are very indirect and sometimes we may not be aware about it.

So, it is very important to understand non-touching behaviors in order to safeguard child safety. First is encouraging a child to watch or hear sexual acts either in person or lowering the bars of privacy. looking at a child sexually, exposing one's body sexually, watching a child in a state of nudity, such as while undressing, using the bathroom with or without child's knowledge, an adult making suggestive comments to the child that they are sexual in nature, commenting on sexual development of a child, encouraging or forcing a child to read-watch pornography, giving pornographic material to a child. So, ensure that you

understand all these points very well.

Most of it are linked to your phone usage. So even if you are using your phone in privacy, but if children are around and they happen to look at your phone, it will constitute to non-touching behavior and child abuse. So please ensure that you have a very strict routine as far as mobile usage is concerned in your schools. Now how do you apply POCSO Act and anti-child abuse policy in PE classes? How do you integrate child safety laws and policies into everyday PE classes? By familiarizing yourself with the policy, the first and foremost step is to read through the policy in depth, the POCSO Act, POCSO Act and as well as the school specific child abuse policy. Make notes for each pointers. Where do you see gaps in your PE classes and how do you ensure to keep them compliant? Create safe routines.

as we had discussed in the planning stage as well, building routines on things which are required to be done in every PE classes like checking equipment, ensuring supervision, fostering communication with students. You have used your student notice board, your notice board around your PE classes to state these routines so that they are not missed in a single PE classes. Engage with parents and guardians, make sure parents are aware of the safety measures you have in place. Let them see the efforts that you are putting in child safety. Sometime accidents do happen, but the effort that you put in towards child safety will be visible to others and you will be more forgiving in terms of when an accident happens not because of your negligence or carelessness, but it was bound to happen sometimes they happen.

So, encourage to share any concern or observation about their child's behavior so you could include them in your safety protocol and have individual plans for child safety. Work with other staff members, collaborate with class teachers, mother teachers, ayahs in the school who are also working very closely with teachers. If you see certain traits, behavior changes in students, try to collaborate, correlate that with the feedback given by class teachers. Section 4, creating a safe physical education environment for child safety. The first and the obvious is the physical safety in PE.

Physical safety is the most visible concern in PE classes. Whether it is football match, gymnastics, yoga, track and field, competition, events, there is always a risk of injury. It is your responsibility to minimize those risks. Pre-class inspection, check all equipments and playing area. Again, I want to deliberate on the need for your planning to be meticulous to ensure physical safety in your PE classes.

If you have chosen the wrong play area, which is not safe, no matter how much inspection that you do, it is not going to help you out. If the equipment that you have purchased is of low quality or is distorted or not maintained properly, no amount of checking, inspecting the equipment will help in physical safety. So, at the planning stage, have the right set of equipment with the right set of quality, choose the right playing area, post which when you are actually doing the classes then you can check the equipment for any damages, cuts and

playing area are cleared of all other activities that may have happened prior to your class. Second is supervision, maintain a line of sight of all your students, keep the class size manageable. If you have a large class size of beyond 40, then seek help, seek written help with senior management that with the large number of classes, the learning can be really low and because you have to spend more time in supervising and ensuring that the child is safe.

As student strength increases beyond a point, your priority should be more child safety than education. Always keep PE classes a priority. There could be messages coming in from different staff to you. But when you are in a PE class, please ensure that you are not attending to any other people, staff members, mobile phones.

Your priority should be your PE classes. Safety protocols, which is warm-up and cool-down, incorporate proper warm-up and cool-down exercises in your classes, have different time of warm-ups for different type of activities. Again, in the planning stage, you have to categorize your lesson plans as light activities, moderate activities or vigorous activities. Based on these activities, you can have different set of warm ups. Light activities may not require warm ups at all, but for moderate and vigorous, you might need some kind of warm up and cool downs. Again, this also comes down to implementation of physical education where you need to follow a particular class structure.

Often we are at the end of the period trying to complete our physical education classes and at the bell children just run back to their classes and without doing a proper cool down. So, ensure that even students are aware of the class structure that without a cool down they should not be going back to their classes and we should be completing our activities two minutes before the time ends. What are the common causes of injuries in physical education classes is inadequate supervision, leaving students unsupervised. And it also again comes down to your routines. As soon as the students are out in the field, they want to just run.

Ensure that you have proper routines in place. because if they come and they start running all over the place, you cannot really supervise. So, ensure that you have proper boundaries in your PE classes when they come, they have to be within their boundaries. If they want to be active in the beginning as soon as they reach the ground, have a very light protocol of being active of stretching exercises, jumping exercises on the spot which does not pose much risk of physical injury. Defective equipment, broken piece of equipment or even insufficiently inflated balls, football, basketball, handballs can lead to injuries. And obviously, during competition, rough play sets strict guidelines for your competition, for your matches and because they are risky for causing sprains, concussions and other serious injuries.

After creating, ensuring physical safety in PE, we also need to ensure that we create emotional and psychological safety. This is a place apart from getting fit and learning sports skills, they build confidence, teamwork and self-esteem. It is vital that every student feels

included and valued regardless of their physical abilities and background. The first and foremost is your positive and supportive environment. Create a classroom culture that values effort, respect, inclusivity over competition or winning or losing, where every child feels accepted and encouraged.

Always provide constructive feedback and encourage positive reinforcement. As physical education teachers, we are responsible for their improvement in physical fitness, in sports skills, a lot of other life skills that we are trying to impart through our physical activity. The art of giving feedback should be mastered. It should not come across as just pointing mistakes or faults with children because if you do that repeatedly, it will harm their emotional and psychological safety. A child should not be labeled with a wrongful behavior or inadequate performance.

You should be very objective about giving feedback that you are at this point, but you have the potential and you will be able to do 10 rounds, 10 laps, 10 push-ups. I see the potential. Rather than saying that you are not good enough, look at him, he or her is able to do 12 or you are the same age. So, avoid such comparisons between students. Be very sensitive to individual needs as I mentioned, stop comparing children with each other.

Recognize that there will be individual differences and respect those individual differences in abilities, learning styles and pace and emotional needs of a child. Offer support and encouragement tailored to each student. And if you have children who are slow learners, have different learning styles and we had seen in the last chapter in documentation on physical education, we had discussed a drive improvement section. So, document the names of these children and have individual plan for them. Awareness of personal biases, we do have personal biases that we may not be aware about.

So, reflect on these personal biases, stereotypes that may influence interactions with students ensuring fair and equitable treatment for all. So, you have played football and you are naturally inclined towards children who like football. Likewise, it could be a bias could be about social and economical background of the child. So, reflect on these personal biases as we had discussed in the last chapter in documentation of PE. Sometimes you need to record your classes and go through that so that you are aware of these unconscious biases.

Open communication, encourage open communication and active listening. Create a safe space for students to express their concerns and feelings without the fear of judgment. Collaboration and teamwork, emphasize the importance of collaboration supporting behaviour in the class mutual respect between students so that they are also helping you in terms of keeping the psychological emotional safety in the class. Adapt activities for different abilities. Ensure all students including students with disabilities or lower fitness level can participate. So, always have a plan for your current lesson plan which is more difficult or easier in nature.

So, as to suit various kind of abilities in your class. So, modify the games activities to accommodate their needs, so that it does not compromise their safety. Next is monitoring emotional well-being. Be aware of the signs of students may show when they are emotionally stressed. If a child seems withdrawn, not participating, upset, not talking, something deviating from their usual behavior in classrooms. And always ask questions, probe questions and be a support to them and obviously report this to the class teacher and discuss this incident with class teacher if you find any signs of distress in a child.

The last aspect of creating emotional and psychological safety is preventing bullying in your PE classes. and this especially happens in competitive environments. So, your role is to prevent this by setting clear behavioral expectations in PE classes, in team games, in individual exercises or in competitions. And intervene at first sight, do not ignore because if you ignore that becomes a norm.

So, establish clear rules. against bullying, teasing and excluding others. Intervene immediately if you witness bullying. Address it immediately by speaking with students. If the situation is serious, follow your school's protocols for reporting bullying. Encourage teamwork, group activities, cooperative games which promote collaboration rather than competition. Rotate team members to ensure all students have the opportunity to play and interact with different peers.

This will ensure that a bullying does not occur in your PE classes. Section 5, identifying and responding to child abuse in physical education classes. So, identifying abuse is critical especially in PE setting while children may display behavior, emotional symptoms more openly. So, the common signs to look for are physical indicators, unexplained bruises, cuts or injuries that a child cannot explain or does not explain or you are not aware about it. Behavioral changes, sudden withdrawal from physical activity, conversations, anxiety, aggression or fear around certain individuals. So, spot these traits and collaborate with other teachers to ensure that you have enough information on these behavioral changes.

You could also analyze their academic scores if a recent exam has happened because that will also take a hit if they are psychologically harmed. Thirdly is reluctance to participate in PE classes, collaborate with other teachers, are they participating in co-curricular activities and they suddenly become disinterested or avoid activities altogether. How do you respond once you have identified trade syndicators for physical, emotional and psychological abuse? After recognizing it is very essential that how do you respond? So, the POCSO Act as we have seen earlier in this chapter mandates that any suspicion of abuse must be reported immediately. So, follow your school's child protection policy closely and document the incident, ensure that the child is protected while the case is being handled.

So, remain calm. If a child confides in you, listen carefully and be supportive, reassure them that they are safe. Do not investigate yourself, that is not your job. Your role is to report. So, leave the investigation to the appropriate authorities, do not indulge in individual

interactions, gossips on this incident unless the investigative authorities have concluded.

Follow your school's reporting procedure. The designated person should be informed first and immediately document the conversation maintain confidentiality. Let's take couple of questions here What is the most important step to take before beginning a PE class to ensure physical safety? Let students play freely Conduct a thorough inspection of equipment Review last week's lesson plan or Ensure there is enough water for students A very clear answer looks to be option B, conduct a thorough inspection of equipment. However, you have to critically think why option D, ensuring there is enough water for students will not hamper their physical safety, especially if it is a hot environment. Question 2. Which of the following is not a common cause of injuries in PE? Rough play, defective equipment, inadequate supervision, providing proper warm-up and cool-down.

The answer here is providing proper warm-up and cool-down activities actually ensures physical safety. So, section 6 will have some real life case incidents where we will see specific incidents with some schools across India. We will not go into the specific names of the schools, but we will talk about, discuss what really worked and what did not work which led to this incident. So at a school in Maharashtra the administration implemented a comprehensive child protection plan under the POCSO act So, this is about the school specific policy and the PE teachers received ongoing training on recognizing signs of abuse and maintaining a safe environment.

As a result, the school has seen zero reported incidents of abuse in last five years. In contrast, a school in Delhi faced serious consequences when a PE teacher failed to report a case of suspected abuse. So, this is a typical case where a PE teacher may not be aware because there was there do not seems to be a school specific child safety policy. And hence, the PE teacher was not aware that he is supposed to report a suspected case. And the child continued to suffer and the delay in actual resulted in severe trauma for the child.

But on the other hand, there were legal repercussions for school as well as for the PE teachers. So, please ensure that whichever school that you are, you need to ask about the school policy on child safety. If there is none, you should take the lead in documenting such policies. Best practice from Karnataka, integrating technology for safety. So, in Karnataka, progressive school has integrated technology into their PE programs to enhance child safety using fitness trackers. So, they monitor students' physical activity where they are able to track their heartbeat, number of steps, distances, distance covered.

And so, they are ensuring that the children are not overexerting in the physical education classes. and especially in high temperature environment. And additionally, safety app that they are using allows students to quickly report any issues or concern ensuring immediate attention from staff. So, very good example of having technological intervention in physical education classes.

Another example could be having a camera in the playing area. This ensures that there is clarity in the behavior and in the scenario of an incident that could happen, at least you are able to safeguard and able to show that you had followed the necessary safeguard measures in your classes and the accident happened does not owe to you. Key incident 4, a violation in Rajasthan, a lack of policy leading to incident. A school in Rajasthan unfortunately faced a severe incident where the absence of a clear child safety policy resulted in students sustaining a serious injury during PE classes. The lack of proper supervision, failure to follow basic safety protocol led to this preventable accident.

Highlighting the critical importance of having and adhering to comprehensive safety policies. So, again the stress is having a child safety policy in the school and if it is not there then you should take a lead in documenting such policies. The POCSO Act and other school specific policy examples will be shared with you in our last section. Let us take another two questions. So, what should you do if a student confides in you about abuse? So, do you investigate? Do you promise to keep it a secret? Report the case immediately to school's designated authority or ask other teachers for advice before reporting. So, as the POCSO Act lays down the requirement that you need to report the case immediately to the school's designated authority.

Question 2, under the POXO Act, what is the penalty for failing to report suspected child abuse? Is it suspension from duty, is it legal prosecution and fines, verbal warning, dismissal without further investigation? Well, the POCSO Act lays down that there will be legal prosecution and fines. However, even option A is correct because while the investigation is on, you will not be allowed to come to the school, you will be suspended from duty. And in certain extreme cases, even D is possible where you are dismissed without any further investigation if the case is very clear. So, please be aware of the policies, go through point by point and understand this policy and how do you ensure that you bring this into practice, not just that you have read it.

Section 7, responding to emergencies in PE. So, handling physical injuries, accidents happen even when we take every precautions. So, being prepared for emergencies is very critical. As a PE teacher, you should know basic first aid. You should know basic first aid on which we have a dedicated chapter and you will deep dive into first aid.

So, you should have a plan for dealing with injuries and emergencies. So, first state basics know how to treat minor injuries like sprains, cuts, bruises, ensure that this is reported to class teacher, to parent immediately and how to stabilize more serious injury until professional help arrives. Have emergency protocols in your class. So, when an injury happens, there usually a chaos when everybody is trying to help, every child is running here and there trying to do their bit, informing others to get help, but that could lead to more injuries. So, ensure that you have a safety protocol. If a child gets injured, then you assign different roles and have a set protocol to act for various kinds of students.

Again incident reporting whether it is a physical injury or suspected abuse all incidents should be reported and documented promptly and accurately as per your school policy. In the emergency protocol, we were talking about roles and responsibility. So, define who is responsible for what during an emergency. So, suppose an injury happens in your physical education classes, you could assign the class monitor to go to the reception and inform so that in turn she could inform the medical staff to provide immediate attention while you are attending to the injured child. There could be another where another child could go to the classroom and inform the class teacher who could in turn talk to the medical staff and inform parents. So, assign different roles and responsibilities and you could make the children sit once this incident happened because if everybody is trying to run around then there could be additional physical injuries.

Communication channels, establish clear lines of communication, ensure that all staff know how to quickly reach each other and external emergency services. So, have these numbers saved on your phone in case of your absence, ensure that a child knows the route to go to the right person and raise this issue. In case of emergencies, review and practice evacuation routes with students. So, whatever is your emergency protocol, whatever is the roles and responsibility that you have assigned, do a mock routine practice with your class so that in case of emergency, they are very well conditioned and are not in a chaotic state to carry out those roles and responsibilities.

Section 8, Developing Personal Action Plans. So, it is very important that after gaining knowledge and becoming aware of all those policies, measures and practices, how do you create an individual personal action plan based on your school context? So, that is absolutely necessary. So, keep all the important key considerations, the practices, safety measures that we have discussed and now identify potential risk in your PE classes. you may have a large space, you may have a space near electric pole, you may have a playground near the main gate where you have incoming traffic. So, based on very specific conditions in your school, you need to assess the specific environment to identify areas where risk might be higher.

It could be certain sport, equipment, facilities, as I mentioned infra-specific class or specific group of students. It could be, the focus could be on girls' safety. Then set clear safety goals and outline the steps that you will take to succeed. So, define what you aim to achieve in terms of child safety after assessing the specific school environment that you are working in and then what are the steps that you could take to reduce injury rates, prevent bullying or ensuring compliance with legal requirements. At frequent intervals, you need to review these steps, where have you reached in terms of your goals and update a senior management, take help from your PE network to ensure that you also get to know the good practices happening in your PE network around schools pan India. Then be innovative in terms of child safety, one of the ideas that a PE teacher had implemented was a child leadership initiative.

The objective was to involve child in promoting a safer school environment, where they had established a committee, led and managed by students, where students can share ideas contribute to safety in PE classes, help reinforce safety measures along with you. There could be some school student leaders who can help you enforce, reinforce these measures and that could be extended outside the PE classes and to contribute to overall child safety in school. As you can see, there is an example of, you know, there are four examples where PE teachers are involved, are at the centre of these child abuse cases and that reinforces the need to be aware of the policies, measures and practices and include them in your PE classes. So concluding this as we have seen, it is very important that we understand our critical role in child safety.

We are placed somehow in a very crucial position. We are very close to children when they are exhibiting various emotions. The nature of PE classes is such that they are more comfortable sharing their inner emotions with PE teachers, which enables us to spot psychological, emotional abuse easily. So, ensure that you have an ongoing commitment towards creating this positive environment where children keep sharing, are open about talking about their concerns and emotions.

Stay informed on the legal requirements, keep yourself updated on these policies. Continue to improve your supervision skills, planning and teaching methods. So, the most important point to take away is to create an inclusive and supportive environment. Remembering that before education safety is paramount and safety is in physical, emotional and psychological well-being. So, this concludes our chapter on child safety. These are the additional resources that you can refer to which is your POCSO Act documentation, National Child Safety Standards, there will be a few there will be few school specific policy that will be shared and we will be also sharing activities so that you are able to design school specific individual plan for child safety in your schools. So, thank you for attending this chapter on child safety.