

Nepal Skill Initiative Project (NSIP)

Safeguarding Checklist for School

(Please, tick in the appropriate boxes.)

Name of School:

Date:

Observer:

SN	Areas of Observation	Yes	No	Partially	Not Applicable
1	Does the school have trained 'Gender Focal Teacher'?				
2	Does the school have "Suggestion Box" in its premises, which is determined by students' gathering?				
3	Does the school have "Complaint Handling Committee" where the representation of SMC and PTA, HT, GESI Focal Teacher, students (G & B), ward reps. (7 Members), and conduct interaction in every 3 months related with safeguarding concerns?				
4	Does school's every classroom have "Safeguard Related Notice" and students are aware on it, including safeguard theme-based IEC materials in publicly visible place of school?				
5	Does the school discuss in the morning assembly about complaints, its addressing, including in parents gathering?				
6	Does the school keep safeguard related agendas in child club, SMC-PTA and staff meeting, and discuss about its progress?				
7	Does the school incorporate "Safeguard" related decisions of SMC into SIP and social audit of school?				
8	Does the school orient or capacitate regularly to its staff and students on safeguarding provisions, reporting mechanisms, SGBV mitigation measures, and have partnership with likeminded organizations of this sector: DCWB, Local Police, NGOs, Media and so forth?				
9	Does the school have risk mapping of its catchment areas from safeguard perspectives?				
10	Does the school have 'codes of conducts' for 'Parents, Students and Teachers' with consequences of their violation?				
11	Does the school incorporate extracurricular activities for preventing abuse/bullying/harmful practices into its regular programs?				
12	Has the school displayed "Hotline Numbers of Special Service Providers" in the school premises? I.e. 1098/CWIN, 100/Police, etc.				
13	Is the school aware on "Reporting Template, Signs of Abuse, Referral Mechanisms, Legal Procedures" related with safeguarding concerns?				

14	Does the school conduct safeguarding focused orientation or training to all of its staff, including GESI focal teacher from thematic experts regularly?				
15	Does the school commit on safeguarding principles, and prepare the child safeguarding policy which clearly outline the processes for suspected abuses?				
16	Does the school do background checks of its staff to strengthen safeguarding?				
17	Does the school have 'sign in and sing out' system to the visitors for students' security?				
18	Are the school buildings and playgrounds safe, and clearly mark or ensure emergency exit or evacuation procedures?				
19	Does the school have age-appropriate safety equipment and first aid kit along with trained staff?				
20	Is the school committed on child friendly school environment, including children with disabilities?				
21	Does the school have clear communication mechanism for abuse, neglect, torture, bullying, hatred, misconduct incidents?				
22	Does the school conduct regular safety drills for various emergency scenarios?				
23	Does the school have provision for online safety behaviors or prevent cyberbullying?				
24	Does the school have protocols for preventing discrimination based on race, gender, caste, economic and physical status?				
25	Has the school policy translated into local language, incorporating the local cultural values, and aligning with Nepal Government's child safeguarding policy?				
26	Does the school have appropriate teacher-student ratio to provide appropriate supervision?				
27	Does the school adopt reporting system with confidentiality, sensitivity and effectiveness?				
28	Does the school staff aware/train on positive and inclusive school environment?				
29	Does the school have peer support programs to support each other?				
30	Are the school's parents being aware on recognizing abuse, neglect, bullying, harassment, violence and exploitation signs?				

31	Does the school have counseling services or restorative practices for victims and perpetrators?				
32	Does the school regularly review its initiatives from safeguard perspectives and adjust strategies accordingly?				
33	Does the school have policy against corporal punishment, bullying, discrimination or any form of abuse in the local language?				
34	Does school request to incorporate safeguarding contents into the teacher trainings: positive discipline, inclusive classroom management, alternatives to corporal punishment, recognizing signs of abuse, harmful practices?				
35	Does the school have counseling services to students who experience emotional or psychological distress or safe transportation to and from school?				
36	Does the school take informed consent for taking and using the photographs/videography of students?				
37	Is the school aware on physical signs of abuse? (Unexplained injuries, bruises or marks on child's body, inconsistent explanations of injuries, different stages of healing, fearful behavior of students, etc.)				
38	Is the school aware on behavioral signs of abuse? (Sudden changes in behavior, aggressive behavior, fear of going home or school, regression in behavior, etc.)				
39	Is the school aware on emotional abuse signs of students? (persistent sadness, anxiety, fear, panic attacks, low self-esteem, negative self-image, mood swings, extreme emotional reactions, social withdrawal and isolation from peers, etc.)				
40	Is the school aware on sexual abuse signs of students? (Sexually inappropriate language beyond the child's age, knowledge of sexual acts beyond their age, fear or avoidance of specific individuals, physical symptoms: difficulty walking or sitting, pain or itching in the genital area, etc.)				
41	Is the school aware on neglect signs of students? (Poor hygiene, consistently dirty appearance, malnourishment or signs of hunger, inadequate clothing for the weather, lack of medical care for injuries or illness, etc.)				
42	Is the school aware on changes in academic performance? (Sudden decline in academic performance, difficulty in concentration, frequent absences from schools, changes in sleeping patterns, sudden weight loss or gain, avoidance in certain places, fearful reactions to particular adults, overly compliant behavior, etc.)				
43	Is the school aware on referral mechanism? (Designated child safeguard/GESI focal point who is trained on: CP laws, policies, procedures, confidential reporting procedures,				

	documentation/record keeping, multi-agency collaboration, communication with parents, response and follow up procedures, child centric approaches, referral mechanism, training for children, sensitivity to cultural context, regular review)				
44	Does the school clearly define procedures for investigating, taking appropriate steps for reporting and addressing child protection concerns?				
45	Does the school have controlled access to the school premises: security person, surveillance cameras and well-lit areas?				
46	<p>Is the school aware on the latest legal provision of Nepal Government?</p> <p>-Best interest of child, non- discrimination, right to life, survival, development and participation (sections: 2-7)</p> <p>-Right to protection from physical and mental harm, abuse, torture, inhumane or degrading treatment (sections 19-24)</p> <p>-Prohibition of Corporal Punishment: Any form of cruel, inhuman treatment in disciplining a child (sections 20)</p> <p>-Prohibition of child marriage (section 24): illegal before 20 years.</p> <p>-Right to protection from exploitation (section:25-33): child labor, exploitation, and any form of hazardous work for children.</p> <p>-Right to Education (section: 34-43) affirms compulsory and free education for all.</p> <p>-Right to participation and opinion (sections 80-82) recognizes the right of children to express their views freely in matters affecting them.</p> <p>-Juvenile Justice System (sections: 83-111): Establishment of juvenile justice system to deal with children in conflict with the law, emphasizing the use of restorative justice and rehabilitation for child offenders.</p>				
47	<p>Is the school aware on referral pathways?</p> <p>(Identification of concerns, internal reporting, handling issues from trained safeguard focal point, assessment: gathering information- interviewing relevant parties- conducting initial investigation, decision on action: providing additional support to child-involving external parties-more thorough investigation, support for the child: counseling- medical attention, referral to external agencies: law entities or healthcare persons, coordinated response with relevant parties, legal procedures, monitoring/follow up, feedback to reporter, documentation/record keeping, closure or ongoing support, continuous training and review)</p>				
48	Does the school have right 'Safeguard Focal Point' who has the knowledge on CP laws, communication skills, empathy and sensitivity, cultural competence, confidentiality, listening skills, problem solving skills, decision making skills, attention to details, collaboration and				

	teamwork, training and education, awareness on child development, crisis management skills, advocacy skills, professional boundaries, networking, reflective practice, commitment to child rights and IT skills?				
48	Does the school have knowledge on the legal procedures for addressing abuse? (Reporting the abuse, internal investigation, involvement of child protection authorities/DCWB, if criminal offence: local police, medical examination/physical abuse from qualified medical professional to document injuries/gather evidence, Child Welfare Committee/CWC involvement in case of protection or alternative care, legal proceeding: filing a case in the court, restorative justice/protection measures if juveniles, appeal/compensation, rehabilitation)				
49	Does the school have knowledge on 'Incident Reporting Procedures? (Designated Focal Point receives incident reports, fill up form : date/Time/location, nature, individual affected/involved, description, witness/if any, immediately taken actions; timely communication with available reporting channels, conducting initial assessment for determining severity/urgency, immediate actions for imminent threats and document and notify relevant authorities, communication plan, investigation process or reporting to higher authorities, follow up actions, record retention)				
50	Does the school have knowledge on roles of different supporting agencies? (Department of Women and Children (DWC): policy, District Child Welfare Board/DCWB, Child Welfare Committee/CWC, National Child Rights Council/NCRC: Independent body for monitoring, National Human Rights Commission/NHRC, Nepal Police: Collaborating in Investigations.)				

Thanks!!