

Provisions of Safe, Secure and Conducive Learning Environment in Schools

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ABSTRACT

Learners, instructors, non-teaching staff, and the surrounding community all need a safe and secure learning environment. As a result, it is critical to appropriately manage school safety and security in order to minimize accidents and incidents while also cultivating an environment that promotes physical, emotional, and social well-being. Through a literature research and knowledge of the author, this study attempted to clarify conceptual Provisions of a safe, secure, and conducive learning environment that supports learners. This is because defining these concepts allows stakeholders to have a shared knowledge of the subject, which leads to more meaningful discussions and improved decision-making. More importantly, how stakeholders define safety or security has an impact on how it is planned, applied, and implemented in the school environment.

Keywords: *Provisions of Safe, Secure, Conducive Learning Environment*

Creating an engaging and delightful learning environment for students, especially in a specific course, is one of the most creative aspects of teaching. The focus is usually on either physical learning environments (institutional) such as lecture halls, classrooms, or labs, or various technologies used to build online learning environments. The learning environment is a situation in which teachers and students can freely exchange ideas, thoughts, and talents in order to achieve the intended educational goals while taking into account all students' physical, psychological, social, and cultural needs. Teachers establish a positive learning atmosphere in which students feel physically, psychologically, socially, and culturally at ease. Teachers in a positive school environment collaborate and work independently to create dynamic learning environments in their courses and schools. They maintain acceptable student behaviour and use discipline techniques to create a healthy learning environment. A pleasant school atmosphere helps to create an environment that is conducive to good teaching and learning. As a result, one of the most important elements in creating a conducive school environment is effective classroom organization and administration, which creates an atmosphere conducive to learning free in the hands of a teacher. As a result, he or she should start by developing well-planned courses that include charts, visual aids, and other materials. Preparing a lesson plan is vital because it allows the teacher to create a favorable environment in which there are fewer behavioral issues.

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Additionally, planning a classroom necessitates strong time management abilities. Because the time allotted for each subject may be limited to 35 to 45 minutes, a smooth flow in teaching or transitioning between activities will guarantee that past time is not squandered. When organizing an activity, the teacher should consider the proper amount of time required. Having an appealing physical classroom setting is the second part of building a conducive environment. The physical environment is critical in creating a welcoming setting that promotes effective learning. A lesson plan is essential because it allows the teacher to create a positive learning environment with fewer behavioral issues. Furthermore, organizing a classroom needs excellent time management skills. Because each subject's time allotment may be restricted to 35 to 45 minutes, a smooth flow in teaching or transitioning between tasks will ensure that no time is wasted. When planning an exercise, the teacher should think about how much time is needed. The second aspect of creating a conducive workplace is to have an appealing physical classroom setup. In order to create a welcoming environment that fosters successful learning, the physical environment is crucial. The classroom layout, or seating arrangement, is a key factor in establishing a healthy learning environment. A good learning environment is enhanced by colorful charts, posters, diagrams, theme-based displays, and enticing'.

Objectives

The main objective of this paper is to establish how schools can make Provisions of safe, secure and conducive learning environment to facilitate learning.

LITERATURE REVIEW

A safe school, according to the California School Board Association (CSBA), is one in which teaching and learning are not disrupted; disruptions are minimized; violence, drugs, bullying, and fear are not present; learners are not discriminated against; behaviour expectations are clearly communicated; and consequences for infractions are consistently and fairly applied. A comprehensive, coordinated effort that includes school-wide, district-wide, and community-wide methods is the most effective way to create safe and supportive educational environments.

Kwa (2017), in a similar spirit, stated that creating a suitable educational environment is just as vital as what is taught and conveyed. That is to say, it is not just the infrastructure, technology, educators, or the student.

Students who attend schools with a pleasant, respectful climate, according to **Blum (2015)**, are able to focus on studying and reach their academic, interpersonal, and athletic potential. Such schools have policies and procedures that are clearly and explicitly communicated, establishing clear boundaries for respectful, nonviolent treatment of school community members and fostering an environment free of negative and harmful physical, social, emotional, and intellectual language and actions. A good and welcoming school environment lays a strong basis for kids' academic success as well as the development of positive attitudes and behaviours.

Students who are attached to school (i.e., feel protected, believe they are treated fairly by adults, are happy to be in school, feel a part of the school community, and feel close to individuals at school) are less distressed and engage in fewer risk-taking activities, according to **Blum (2015)**. Students who report high levels of school connectivity have lower rates of violence and report more characteristics that protect them from dangerous sexual and substance misuse behaviours. Students that are dedicated to school have strong self-esteem,

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according to teachers. There is a substantial link between student self-concept, absenteeism, and suspension rates and school atmosphere. Increased academic accomplishment is seen in students who feel comfortable, cared for, suitably supported, and gently pushed to study in challenging and meaningful ways.

According to **Abbott (2014)**, the school environment is a critical component of teaching and learning, and no realistic teaching-learning process can take place without it.

According to **Alexander (2013)**, a suitable and healthy school atmosphere changes student's attitudes toward school and enhances teaching and learning. A safe and healthy physical environment necessitates a good location and safe buildings, as well as noise reduction, natural light, clean indoor air and water, a healthy outdoor environment, and healthy school-related activities such as safe management and maintenance practices, nontoxic cleaning supplies, careful pesticide use, vector control, and the use of nontoxic art supplies.

The school environment, according to **WHO (2010)**, is a crucial setting for successful control strategies. As a result, wood smoke, tobacco smoke in the environment, moulds, and many other volatile compounds common in indoor environments might impair respiratory function in student. School absences caused by these respiratory illnesses can have a negative impact on both intellectual and emotional development. Student are more vulnerable to environmental diseases than adults, necessitating the establishment of healthy school environments.

METHODOLOGY

This paper utilizes multiple case studies to explain the features of the learning environment that provide support and offer guidance to school learners.

The following is a summary of what may be done to improve the availability of a safe, secure, and conducive learning environment in schools:

1. Make a safety and security policy for the school.

The purpose of the School Safety and Security Policy is to ensure that all school students are safe while exercising their right to education.

2. Carry out regular school risk assessments.

Regular school risk assessments are undertaken to determine the chance of a person being injured after being exposed to a hazard and to determine whether current management measures are adequate.

3. Implement a comprehensive visitor management strategy.

Parents and school administrators care about their student's safety. As a result, it's critical to keep track of who enters and visits youngsters during school hours. Every school has strong visitor management rules in place. Visitors, for example, are required to enter their visit details in a visitor log book. Schools should communicate policies and procedures to parents, teachers, staff, visitors, and the community in addition to keeping track of visits. They must also ensure that visitors follow all safety norms and rules. A visitor control system is an excellent answer for these issues that schools encounter.

4. Teach students and staff about the importance of school safety and security.

Teach students and teachers about school Safety and security requirements are critical, and they must apply to all activities conducted within the school grounds. Students are kept safe and secure by safety regulations, which help to create a safe and secure atmosphere for them

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and protect them from all types of physical and mental violence, harassment, and risks from any substances or places.

5. Find out how to use the school's emergency protocols.

The School Emergency Operations Plan (SEOP) outlines the obligations and duties of the district, the school, its personnel, parents/guardians, and students in order to provide information on how to respond to emergency occurrences.

6. Learners, teachers, and parents should be aware of safe ways to and from school.

Ascertain that Learners, teachers, and parents should be aware of both the primary and alternate routes to school. Roads can be blocked in an emergency, so having a backup plan is essential.

7. Understand and adhere to school security and safety protocols.

Signing in when visiting the school, being guided when walking through the premises, or wearing a visitor permit are examples of these.

8. Enforce a dress code, particularly the wearing of uniforms.

Most states now have statutes that allow school boards to establish dress code requirements for student in their district in order to maintain a safe, disciplined learning environment, avoid disruptions to academics and discipline, and encourage uniformity in student attire.

9. Learners and teachers will be required to wear badges or photo IDs.

The goal of the identification badge policy and procedure is to ensure that all staff are identifiable in order to promote security, safety, and patient confidence in the service. Staff will be able to recognize one another using an identity badge, which will improve safety and security.

10. Establish a positive school climate.

A positive school climate results from a school's focus on ensuring safety, supporting a supportive academic, disciplinary, and physical environment, and developing and maintaining respectful, trusting, and loving interactions among students and staff.

11. Educate students and teachers on the importance of safety and security.

Keeping schools secure helps students to anticipate being in a positive setting that encourages social and creative learning. When student's basic safety requirements aren't satisfied, they may get uneasy at school and stop turning up, or they may remain on edge throughout the day.

12. Inform school staff about health and emotional concerns.

Because 1 in 5 student and teenagers has a diagnosable emotional, behavioural, or mental health condition, and 1 in 10 young people has a mental health challenge severe enough to affect their ability to function at home, school, or in the community, addressing mental health needs at school is vital.

13. All stakeholders should be involved in the school's safety and security planning and assessment.

CONCLUSION

As previously said, having a safe and secure atmosphere at school is critical to assisting students in achieving academic, social, and emotional success. At all times and in all circumstances, school administration has the responsibility and obligation to protect all residents of a school environment. When going to school, no one should ever feel unsafe or uncomfortable, regardless of where the school is located. The security and safety of students should be a top priority for parents and teachers. Parents may rest confident that their students are protected at all times by establishing a high-quality security system around the school. At school, students are easily sidetracked. They are more likely to concentrate on their academic tasks if they feel comfortable and secure in their classrooms, dormitories, and playgrounds.

Recommendations for Safe, Secure and conducive learning environment in schools

The author of this study underlines the importance of understanding a safe, secure, and conducive learning environment before implementing it. This must be done in the context of the learning environment at school. Understanding the terms will help you apply and implement them correctly. This discussion also leads to the recommendation that certain items be put in place in a safe, secure, and conducive school learning environment to aid teaching and learning processes. The following, as well as many others depending on the school geography, can be implemented to secure the school environment: burglar proof windows and doors, build a wall fence around the school perimeters to control inflows and outflows of people, employ security personnel, maintain school facilities, visitors identified with ID cards, install Closed Circuit Television (CCTV) and security cameras, install good lighting system, and install firefighting equipment. The school's primary stakeholders should make sure that teaching and learning takes place in a safe and secure environment.

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Conflict of Interest

The author(s) declared no conflict of interest.

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