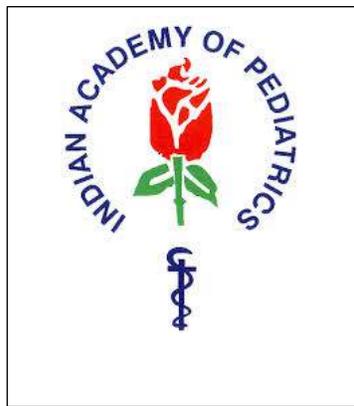


# **Practical Recommendations after School Reopening**



**By Indian Academy  
of Pediatrics  
KARNATAKA State  
Branch**

**Practical Recommendations after  
School reopening**

**Project initiated by**

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# School reopening - First week strategy

## Indian Academy of Pediatrics

### Karnataka state branch

School reopening in the near future is inevitable, and every school will have to individualize their plan of action depending on the available resources.

The Indian academy of Pediatrics of our state presents this document, for a safe and smooth transition to regular schooling after a long period of school closure due to the COVID pandemic

The first week in school will be a crucial period with great consequences. Many children and parents may feel uncertain and apprehensive about resuming school.

With the aim to promote connectedness, promoting regularity, education and introducing some degree of discipline we have carefully prepared this document.

After discussing the first week management strategy this document will discuss ongoing issues at school and the preferable actions.

#### **Before student's arrival:**

The school authorities should hold a parent's meeting and all school reopening strategies should be explained in detail.

If some parents are unwilling to send their ward to the school their wishes should be respected, and alternate teaching modes should be discussed in detail.

#### **Transportation of children from home to school:**

It is preferable for children to be accompanied to school by parents with their own transportation.

If the above mode is unavailable children may be allowed to travel in the school bus.

The parents should be instructed to explain to their children about masking, hand hygiene and social distancing.

Drivers attendant and teachers will have to undergo "COVID test" 48-72 hours before joining for duty.

Their temperature should be checked every day before resuming duty.

The driver and attendants should wear mask and hand gloves all the time while on duty mandatorily.

School buses need to be sanitized before every shift.

The attendant should check all children's temperature before entering the school bus.

Hand sanitizer should be available in all buses for use. Social distancing should be enforced by the attendant for all students, only two children on a three-seater and only one child on two-seater, the proposed vacant seat should be clearly marked. Sanitizers, spray guns, hand wash and a few spare masks are to be made available at all times.

All children need to undergo temperature check while entering into the school premises with a foot operated dispenser for sanitizing hands kept near the front gate.

### **Decoration of school to give a festive environment.**

Once the child arrives at school, he should feel the festive environment. School entrance may be decorated, and teachers be present at entrance to welcome the child. Every effort should be made to make the child feel important. A small token of love like a flower can be given to the child. This will be remembered by the child forever.

### **Well planned seating arrangements:**

This will be the important issue parents may raise. As per the guidelines issued for a two-seat bench, one child can be seated in a bench. With this norm in place we have 2 options:

1. Double the present sections into subsections to accommodate all students, if the total students in a class is 20 then there could be 4 groups each of 5 children
2. Work in 2 shifts, 1 batch in the morning, 1 in the afternoon
3. Alternate working of school with online and offline mode

### **School timing:**

Based on the point number 2, school timing should be regulated as per the grade.

- a. Classes 1,2 & 3 – 2 hours of school per day without break
- b. Classes 4, 5 & 6 – 3 hours of school per day with 1 short break
- c. Classes 7 to 10 – 4 hours of school per day with 1 short break

### **CC TV surveillance :**

It's well understood that imposing physical distancing on kids can be challenging. If left unattended for few minutes, they start to socialize. Those few minutes of contact can push them towards danger. This can be avoided if they are aware that they are being watched and will be called out if they start to mingle.

**Rehearsal.**

A full dress rehearsal is to be performed to avoid any unexpected events.

Maintaining physical distancing

It's a major task and challenge to make sure that students always maintain safe distancing. Few members of the staff are to be instructed to only look into matters of such importance.

**While entering the campus**

a. Crowding can be avoided by allotting different time for different grades to enter the class

b. At the campus

Crowding can be avoided by allotting different break timing. School assembly can be planned and held at classes itself if required.

**While exiting the campus**

Students will exit the campus at different time

Full premises sanitization to be done every day.

Paying attention to commonly touched objects by children like hand railing alongside staircases, desks, benches, wash-basin taps, latches in class room as well as washrooms.

**Orientation classes :**

Awareness classes are to be conducted when they come to school and a reminder on the important points as frequently as possible.

On the first day talk to children through a PowerPoint or poster or puppets about the following (or use the one given in the manual) which you have shared with parents before school/day care opens.

- a) Hygiene habits during coughing and sneezing (Respiratory etiquette)
- b) Hand washing
- c) Social distancing
- d) Wearing a mask with special instruction not to touch the mask
- e) Not sharing food or water with anyone.
- f) Informing teacher if they feel sick. Emphasize that it is ok to feel sick, and not to worry about being reprimanded for being sick.
- g) Focus on good healthy behaviors, such as covering mouth and nose with a tissue while coughing and sneezing into their bent elbow and washing hands frequently.

h) Sing a song while washing hands to practice the recommended 20 second duration, the happy birthday song works best.

Children can also “practice” washing their hands with hand sanitizer.

j) Introduce the concept of social distancing (standing further away from friends, avoiding large crowds, not touching people if you don't need to, etc.)

Outdoor activities may be allowed with physical distancing such as yoga classes to learn ‘Surya namaskar’, drill and breathing exercises to avoid obesity in children.

No sharing of items or supplies.

Clean and disinfect frequently touched surfaces between uses.

All belongings separated into individual cubbies or labelled containers.

No sharing of electronic devices, toys, games, or learning aids.

Desks should be 6 feet apart and all facing the same direction.

Install sneeze guards or partitions where 6 feet apart won't work.

One-way routes in hallways.

No shared spaces, including cafeterias and playgrounds.

Physical barriers or screens between sinks in bathrooms.

Only pre-packaged boxes or bags of food, instead of hot lunch lines.

Kids preferably eat lunch in classrooms.

No field trips, assemblies, or external organizations in schools.

No switching groups or teachers.

Limit volunteers and visitors.

### **Preparedness checklist & plan**

1.Maintaining the social distancing.

2.Maintaining visitors Register

3.Avoiding daily assemblies.

4.Avoiding celebrations & events.

5.Avoiding field trips.

6.Encouraging Physical Education classes by maintaining adequate distance in the open play ground teach Yoga, drill and exercises.

7. Avoiding discussions in staff rooms in groups.

8. A room for isolating sick children if required.

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## **COVID-19 Infection in Children – the clinical course & FAQ**

After a child is infected with the COVID-19, the virus may incubate in the body for 4-5 days before the disease manifestations are seen. Sometimes the incubation period may get prolonged to 14 days.

The signs and symptoms of COVID-19 present at illness onset vary, but over the course of the disease, most children with COVID-19 will experience the following:

Fever

Cough, sore throat

Loss of smell (Anosmia)

Fatigue

Appetite loss

Shortness of breath

Sputum production

Body aches

If a child has a comorbid medical condition the manifestations may be varied.

Headache, confusion, rhinorrhea, sore throat, hemoptysis, vomiting, and diarrhea have also been reported but are less common.

Majority of children with COVID-19 infection have a milder disease when compared to adults.

### **Do asymptomatic children transmit the COVID-19 virus?**

**Yes**, they could but it is much less in pre-symptomatic or asymptomatic children when compared with symptomatic children, as was noted from the results of indirectly measured Viral RNA shedding by the RT-PCR test.

### **Q 1: Approach to a child who has come to school with cough & cold but without fever.**

Ask the parents if the child has come in contact with a COVID-19 case?

**If yes**, inform health authorities for COVID-19 testing and send the child home for 14 days quarantine.

Oxygen saturation (SpO<sub>2</sub>) levels to be checked with a pulse oximeter.

**If no**, ask the child to stay at home, and watch for fever, any shortness of breath, myalgias or gastrointestinal symptoms and if necessary, consult their Pediatrician and follow his advice about returning to school after getting well, preferably with a fitness certificate from a qualified Medical practitioner.

### **Q 2: Is the child in the first situation allowed to attend school after 14 days quarantine?**

Yes, child can attend school after 14 days if his RT-PCR test is negative.

**Q 3:** If the RTPCR test is positive how long should the quarantine last?

Answer: Quarantine for 14 days.

**Approach to a child who develops fever while in school.**

1. Immediately isolate the child.
2. Inform the parents and ask them to come and take their child home. Reassure that parents get specific instructions for monitoring the child's health and interventions both in oral and written form in their mother tongue.
3. Enquire If history reveals that the child has come in contact with a COVID-19 positive case?

**If yes,** inform health authorities for COVID-19 testing and send the child home for 14 days quarantine.

**If no** contact with COVID-19 case let him/her stay at home, and watch for fever, any shortness of breath myalgias and if necessary, consult their Pediatrician, if in doubt get COVID-19 test done. Return to school with fitness certificate from a qualified Medical practitioner preferably Pediatrician.

**Approach to a child whose family members or close contacts are positive for COVID-19**

1. Should the child remain away from school?  
Yes, he/she should be in isolation at home for 14 days after the last contact with COVID-19 case, and be carefully watched for symptoms such as fever, cough, myalgia, if in doubt consult your Pediatrician.
2. If the child comes in contact with another COVID-19 case, he/she should be re-quarantined for further 14 days.

**Advise to a child who has completed 14 days quarantine after testing positive for COVID-19.**

- 1 Ask the child to continue hand hygiene, social distancing, cough & sneeze etiquettes meticulously.
- 2 Counsel other children to strictly refrain from stigmatizing that child.
- 3 This child can be allowed to rejoin his group in school as there is no need for further isolation.
- 4 In case s/he develops symptoms again s/he again needs further testing and Isolation.

**Protocol to be followed for rest of the children in the group when a child tests positive for COVID-19.**

- 1 Isolate the affected child immediately and inform the authorities.

- 2 Get all the children in the group /class tested as primary contacts and quarantine for 14 days.
- 3 Inform parents to closely monitor these children for fever, cough, myalgia, or any Gastrointestinal symptoms and consult Pediatrician if in doubt.
- 4 Disinfect the classroom.

**Protocol to be followed when a teacher tests positive for COVID-19.**

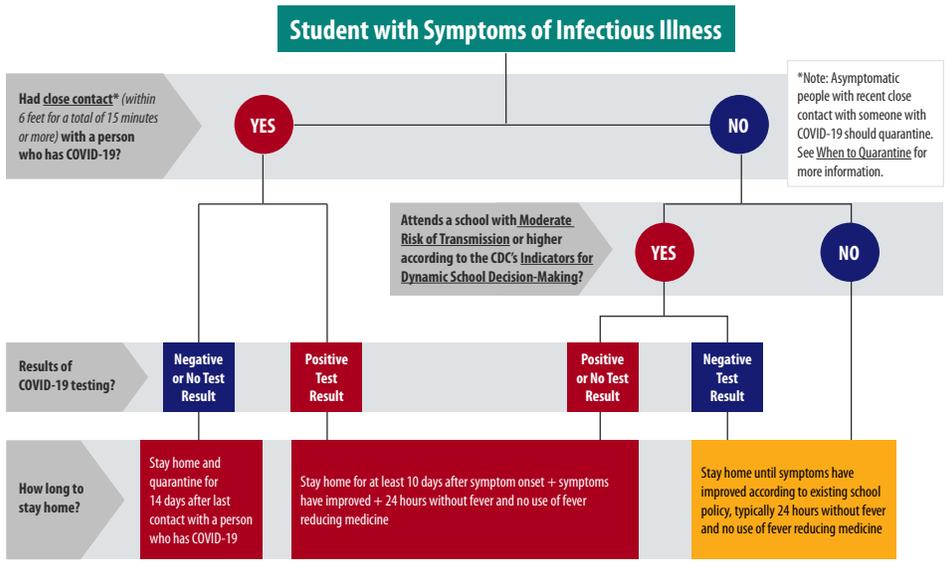
- 1 Immediate isolation and home quarantine for 14 days, even if he/she is without symptoms.
- 2 Are the children whom he taught to be considered as close contacts?  
**Yes**, if the pupil has come in contact with a COVID-19 positive teacher for more than 15 minutes and or if the distance between the teacher and pupil was less than 6 feet.
- 3 Do these children need to be isolated and quarantined?  
**Yes**, they need to be quarantined for 14 days as close contacts and watched for early symptoms of COVID-19 infection.

**“SAMVEDNA” (Sensitizing Action on Mental Vulnerability through Emotional Development and Necessary Acceptance)  
Toll-free Tele-counselling number: 1800-121-2830 Mon-Sat 10am – 1pm and 3pm – 8pm**

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# COVID-19 SCHOOL SYMPTOM SCREENING FLOWCHART



[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

CS 1211584 November 13, 2020 4:25 PM

### **Psycho-social issues in children aged 6 to 10 years**

The aim of this document is to assist teachers to manage children with Psycho-Social issues after school reopening

Just as we adults have anxiety, children too are affected by this COVID pandemic.

Anxiety in girls is more when compared to boys.

Anxiety in children is seen across all economic strata of the society, however, the impact on the have-nots appears to be more than on the haves.

Children generally may present with the following features when suffering from Anxiety:

#### **At home**

- Being afraid to be left alone
- Clinging, dependency behavior
- New fears manifest (for instance of the dark)
- Being sad, crying more than usual or for no apparent reason
- Difficulty in sleeping (Insomnia)
- Nightmares

#### **In school**

- School refusal
- Inattentiveness and disinterest in class
- Being withdrawn or aggressive
- Complain of stomach pain or headache without physical genuine reasons (malingering)
- Repeatedly wanting to go for urination
- Decreased interest in playing or engaging in playful activities

On having a suspicion of the presence of significant anxiety in children the following may be done:

- Children love to draw, instead of conducting a regular class, one could ask them to draw about COVID, and also anything else they wish to draw. Children generally pour their hearts into these drawing. These drawings could be easily analyzed to pick up children with possible Anxiety issues, and also, they help to corroborate one's suspicion in a child suspected to have anxiety. Interestingly drawing itself has tremendous therapeutic benefits.
- If any child is suspected to be having significant anxiety refer these children to the school counselor or a designated teacher who has some experience and knowledge in managing such child psychological issues.

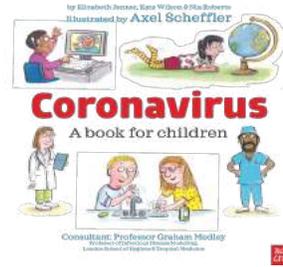
- Inform the parents about your suspicion.

### Simple guidelines to conduct a child interview for teachers:

Q: During the long school closure due to COVID, did you do anything new or interesting?

Most often children will not answer and prefer to remain mum.

- At this stage it is better to provide the child with comic book about COVID or much better read it along with him/her.



(These are freely available on the internet)

- Provide children with story boards and let them weave a story line about COVID-19.
- Provide them with gratitude coloring sheets and crayons.
- Discuss about COVID-19 through the medium of stories by providing children with cues.

### Suggested Cue's:

- Dr Amruta's service at COVID-19 center at Victoria hospital, her experiences - the highs and lows as a doctor. Narrate how she was blessed by an elderly lady who recovered from the disease.
- It is important for children to realize that the Doctors are doing their best to get all people suffering from COVID-19 to recover at the earliest and how all should avoid contracting the virus by maintaining safe distance, wearing mask and following scrupulous hand hygiene.
- Nurse Shabana's resolve to help in contact tracing, and the applause she received at her apartment complex on returning, and the gifts she brought for all the children in that apartment complex.
- Most often children respond favorably to these interventions.
- We could go on from here to the next stage where a discussion can be started about what we can control and what we cannot.

**Teacher to student:**

*Ok, we all know that Corona is causing a lot of anxiety in all of us and let me assure you that it is 'ok' to be anxious. Anxiety during such times is a natural reaction and also has benefits as it helps to be prepared to face the situation.*

**Explain what we can Control**

1. Maintaining social distancing – you have to take your parents or teachers permission to play with other children and play only those games where you don't have to get close to each other.
2. Wear a face mask covering your nose and mouth while playing or talking with others.
3. Avoid touching your face region.
4. Use sanitizers or wash hands with soap and water often.
5. Listen to your parents, elders and follow Health bulletins.
6. Exercising regularly.
7. Doing regular breathing yogic exercises and meditation.
8. Making plans to meet friends virtually.
9. Maintaining a regular schedule for study, play, TV, chat with friends and regular sleep.

**Explain what we cannot Control:**

1. How others behave
2. Spread of the virus
3. Weather
4. Explain that depending on the prevalence of the severity COVID in that area, children should also be prepared eventually of cycles of opening and closing of schools.

If the child's response is appropriate and if you feel that the child is now more confident and less anxious let him/her return to class, if not it will be better to inform parents and seek professional help.

**DONT'S**

Don't ask the child **how you felt during these times**, because children generally will either say good or bad which hardly conveys the thinking behind the child's thoughts; Instead ask **“how different is you're feeling now compared to earlier times”**.

Don't give a lecture about COVID, instead start a dialogue with the child and get to know what bothers them.

### **Anxiety in Adolescents aged 10 to 19 years**

There are broadly two types of reactions from Adolescents.

This pandemic has led to unprecedented psychosocial challenges for adolescents.

Online surveys conducted by us have revealed that almost 50% of adolescents, had complaints of anxiety about contracting the infection, sadness, headache, loneliness, aggression, disorderedly eating habits, conflicts with parents, unhealthy media use, poor sleep, self-harm, dissatisfaction with the community for not following physical distancing and hygiene norms and difficulty with online education. Unresolved stress and anxiety affect both physical and psychological health.

Some adolescents may be at the other end of the spectrum with utter disregard about safety during the pandemic exhibiting risky behaviors like showing utter disregard for adopting safety measures like refusing to wear mask, trying to closely mingle with friends disregarding social distancing and hand hygiene.

#### **Approaching adolescents during the first week of school reopening.**

Identifying and managing both these groups is a challenging task as they require different approaches which our teachers have to undertake.

During the introductory sessions it generally a good idea to broadly identify these groups by asking each one of them to write about how they feel about this ongoing pandemic.

In subsequent sessions the children may be divided into small groups and asked to collect data on the various aspects of COVID-19. This could be followed by presentation from each group. Assignments such as these helps invigorating facts and also dispelling false notions from their minds about this COVID-19 pandemic.

After this initial period of “breaking the ice”, children will need to be told what they are going to learn in the remaining part of the year, and also about the process of evaluation at the end of the term.

#### **Vulnerability of Adolescence**

Adolescents, are children between 10 to 19 years of age, who are vulnerable to stress as their center of emotions and for rewards mature much earlier than the control center known as the prefrontal cortex. As a result of this they have a heightened emotional response like increased crying, withdrawal and anger to stressors. They find it difficult to control this reactive response due to the immaturity of the prefrontal cortex. Prefrontal cortex matures in the late twenties. Adolescents undergo many normative changes in physical, psychological and social domains. It is tough to cope with all these changes

and the pandemic. To overcome stress, they sometimes resort to risky behaviour like excessive use of digital gadgets, drug intake, violence and self-harm.

They need non-judgmental trustworthy knowledgeable adults like teachers and parents, to understand them and counsel them during these difficult times. Healthy stress management skills learnt in adolescence usually trickle into adulthood and ensure wellbeing over the entire life span.

### **Tips for School teachers and Parents**

Adolescents need parents and teachers to help them in facing the challenges of the pandemic.

- Understand normative adolescent development
- Help students to formulate a doable time schedule/timetable
- Be respectful, sensitive and empathetic to their concerns and anxieties
- Listen to them with an open and flexible mind
- Counsel them and help them to solve their problems by making informed healthy decisions and manage their emotions. Children who are having mood swings may be asked them to maintain a mood diary to record triggers and objectively assess their mood over a period of time. Close follow up of children who are having problems (once a week) is recommended to assess progress.  
Avoid rebuking them in public and making comparisons. Correct them in private using assertive communication and offering unconditional love
- Help them to establish SMART (Specific Measurable Achievable Realistic Time bound) goals. Encourage hard work and dedicated efforts put in to reach goals rather than pressurizing them to score high marks or win awards. Students who are facing difficulties in understanding online lessons or catching up will require extra mindful and patient tutoring
- Appreciate humane qualities like honesty, sincerity, helpfulness, truthfulness and instill a strong value system
- Teach adolescents how to choose peers who motivate a healthy lifestyle and resist negative peer pressure. Do not put down or insult their friends.
- Conduct life skill education (LSE) , physical activity, meditation and yoga sessions regularly in schools
- Share stories of courage and resilience of doctors, scientists, Government officers, patients and corona warriors in overcoming the challenges faced due to Corona virus to inspire and build hope
- Encourage students to write and/or draw about their feelings and

aspirations in case they are unable to express them in words

- Fun and laughter build strong bonds between adults and adolescents.
- Ensure such warm affectionate moments everyday

Parents and teachers should seek the help of a mental health professional on detecting flag signs of mental distress like loss of interest in activities previously enjoyed, a recent decline in academic performance, excessive irritability, sadness, decreased or increased appetite and sleep for more than 2 weeks or suicidal behavior. They may also consider contacting child line at 1098 or GoI psychosocial toll free helpline at 08048611007 for help.

Differently abled adolescents, those with chronic medical disorders like heart and kidney disease, mental and neurodevelopmental disorders like ADHD, autism and depression would need extra emotional care and support during the pandemic.

Authors of this section:

**Dr Ashok R Datar (6 to 10 years) – Hosapete**

**Dr Preeti Galagali (10 to 19 years) -- Bengaluru**

### **Reference:**

- 1 UNICEF manual – Psycho-Social Support for Children during COVID-19
- 2 WHO guidelines on COVID-19
- 3 Indian Academy of Pediatrics Guidelines on School Reopening, Remote Learning and Curriculum in and After the COVID-19 Pandemic. SWATI GHATE and others

## Annexure

### Stress Management Toolkit for Adolescents

Teachers and parents can share this toolkit with adolescents to lead a healthy lifestyle, build immunity and manage stressful situations in life:

- Adolescents should be encouraged to have regular meals comprising of a balanced diet with minimum intake of ultra-processed foods like bakery products, sweets, namkeen, chips and juices and a generous serving of fruits and vegetables
- They should do physical activity for 1 hour every day. This may include yoga, skipping, climbing up and down the stairs, spot jogging and online fitness class
  - They should have an uninterrupted sleep of 8 hours at night
  - They could do prayer, yoga and meditation regularly for relaxation. Deep abdominal breathing for a few minutes with prolonged exhalation helps in calming the turbulent senses under stress. Details of free yoga sessions by NIMHANS are available at [nimhansyoga.in](http://nimhansyoga.in)
- Making a time schedule with stipulated time for online/ offline schooling, studying, physical activity, sleep, mealtimes, family bonding time, hobbies, household errands and recreation would enable appropriate time management
- Media distancing would avoid excessive anxiety regarding corona pandemic. Adolescents should refrain from watching negative news. Information regarding corona should be accessed only from reliable websites of GOI, WHO and UNICEF
- Digital devices should be used mainly for educational purposes. Recreational use of media should be kept to a minimal and should not displace physical activity, study time or family interaction. Devices should be switched off 1 hour before sleep
- Good online manners should be followed by not posting hurtful or inappropriate messages. If adolescents are cyberbullied, they should report to teachers and parents block the bully and save the message. If the bullying continues, it should be reported to the cybercrime cell on <https://www.cybercrime.gov.in>
- Adolescents should be trained in the problem-solving technique of not making impulsive risky decisions when they are faced with problems. They should learn the process of brainstorming solutions, analyzing pros and cons of each solution and then choosing the most suitable one. This will help them to make healthy choices in life.

- Adolescents should be encouraged to keep their sense of humor alive even in stressful times.

- They should establish a reconnect with nature. They should try to spend a few minutes outdoors in the sunshine

- Expressing gratitude is a powerful stress buster. They could be asked to thank all corona warriors in the neighborhood for a sense of wellbeing.

- Adolescents can be motivated to become corona warriors themselves by contributing to the family in doing household work, setting up online family meetings and to the community by getting grocery for neighbors suffering from corona or in quarantine. They should be encouraged to write, think and share ideas to combat the virus.

- Pursuing a hobby like gardening, cooking, painting would also help in relaxation

- Adolescents should understand that life and especially education is going to be difficult during the pandemic. They should note the roadblocks and think/discuss about solutions to deal with these with teachers and family. They should remain hopeful and optimistic as positive thoughts lead to positive feelings and fruitful actions. On the other hand, negative thoughts lead to sadness and inability to perform. They should study regularly, complete homework and clarify doubts from teachers and/or friends at the earliest. They should avoid procrastination.

- Adolescents should also focus on what is under their control and should not worry about the uncontrollable events (eg. when will the pandemic end?) Things under their control are ensuring physical distancing and hygiene, wearing a mask, following cough etiquette and completing vaccination according to age. If they are unwell, they should not go to school and seek medical help at the earliest

- Adolescents should have knowledge about the child line number 1098 to report child abuse

Together, we, all shall be able to sail through these difficult times. Strong partnerships and collaboration between adolescents, doctors, teachers, parents and governmental authorities will be instrumental in ensuring wellbeing of the society during the pandemic and beyond.



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**COMMISSIONERATE**  
**Health & Family Welfare and Ayush Services**

**DD/Mental Health/62/20-21**

**Date:17/10/2020**

**Circular**

**Sub:** Regarding Using of "SAMVEDNA" (Sensitizing action on – Mental Health Vulnerability through Emotional Development and Necessary Acceptance) toll free tele Counselling Number.

**Ref:** Letter from National Commission for protection of child rights, No:4501/24/2020-21/NCPCR/PSY-Tele-Coun, Dated:22.09.2020.

\*\*\*\*\*

With reference to the above subject, from GOI during this COVID -19 pandemic period like adults, Childers also have different personalities and level of resilience which affect their wellbeing. Children may experience a range of Psychological issues such as anxiety, fear, worry, depression difficulty sleeping, appetite. Quarantine and isolation may also lead to acute stress disorder trauma and grief in many children. Children with various Physical and mental disabilities and especially mental health Disorder are more vulnerable during this trying time. Levels of stress, anxiety, fear will be exponentially higher among children who are isolated due to being diagnosed as COVID positive and are in quarantine and isolation in hospitals and children who have lost their parents/family members and whose parents/siblings, family members are in quarantine centers or hospitals being COVID positive.

In this regard National Commission for protection of child rights with India Co-Win Action Network (I-Can) has created a network of qualified and trained Counsellors/Experts with technical support in terms of training of counsellors by National Institute of Mental Health and Neuro Science (NIMHANS) for providing Psychological first-aid and emotional support through its toll free Tele Counselling. "SAMVEDNA" (Sensitizing action on-Mental Health Vulnerability through Emotional Development and Necessary Acceptance) toll



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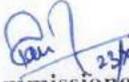
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In this regard National Commission for protection of child rights with India Co-Win Action Network (I-Can) has created a network of qualified and trained Counsellors/Experts with technical support in terms of training of counsellors by National Institute of Mental Health and Neuro Science (NIMHANS) for providing Psychological first-aid and emotional support through its toll free Tele Counselling. "SAMVEDNA" (Sensitizing action on–Mental Health Vulnerability through Emotional Development and Necessary Acceptance) toll

free tele Counselling Number 1800 - 121 - 2830 from Monday to Saturday 10.00am to 1.00pm and 3.00pm to 8.00pm is for children who are affected during COVID -19 Pandemic who are willing to talk or need counselling.

Hence all the District Health Officers, District Mental health Officers (DLO's), District Surgeon, AMO's of taluka Hospitals and Medical Officers of all CHC's and PHC's are hereby directed to circulate the information of toll free counselling number 1800-121-2830 in all the COVID Care/ isolation centers (Poster on SAMVEDNA is attached with this letter) and also to sensitize isolation centers staff regarding referring children who are in need of counselling.

  
Commissioner

Health & Family Welfare Services  
Bengaluru

**Copy for information to:**

1. The Additional Chief Secretary to Govt., Dept. of HFW, Vikasa Soudha, Bengaluru.
2. The Mission Director, NHM, Bengaluru.
3. The Director, Department of Health & Family Welfare Services, Bengaluru.
4. The Chairperson National Commission for protection of Child Rights, 5<sup>th</sup> floor, Chanderlok Building, 36 Janpith, New Delhi -110001.

**Copy to Information & necessary action:**

1. District Health & FW Officers of all the Districts and BBMP.
2. All District Surgeon.
3. DLOs (Mental health programme officers) of all the districts and BBMP.
4. Office Copy.