U.T. SCHOOL DISASTER MANAGEMENT PLAN

CONTENT

CONTENT

ACKNOWLEDGEMENT

III

SECTION 1

INTRODUCTION

1.1: DISASTERS AS A CRITICAL THREAT

Disaster refers to an abnormal situation which renders sudden disruption of the normal way in which the society runs. Disaster means an emergency situation where saving lives of people becomes the immediate demand of the hour. An emergency situation may arise due to any natural disasters like flood, earthquake or fire. Any disaster management plan cannot mitigate the happening of the disaster but a well and advanced preparedness minimizes the damage which, if there had been no preparedness, would have been much more. Here becomes the need of a precise plan for meeting an emergency situation.

Daman & Diu Districts being situated in a very volatile region prone to earthquake hazard area seismic zone III, one should not ignore the fact that disaster may occur at any time. In addition to this the two cities are more vulnerable to cyclone disaster situated at coastal area of Arabian Sea. Daman district is more vulnerable to flood disaster and had a history of bridge collapse incident in 2003 monsoon rain. The children, in the age group of 10 to 15 years, were returning from school when the 100-year-old bridge connecting residential areas of Moti Daman and Nani Daman collapsed and 29 persons including 21 school children were killed at the spot. Advance planning is therefore, the need of the hour.

1.2: UNDERSTANDING SCHOOL SAFETY

Schools are places where innocent children assemble for learning and spend most of the hours of the day in the school. If not at all trained how to behave in an emergency situation, the risk of damage, injury would be much more.

In recent days, much importance has been laid on preparation of Disaster Risk Reduction after **Sendai** frame work at various levels. Many State and National Agencies

are at work on this subject. The Director of Education was given the responsibility of preparing a U.T. / State level Disaster Management Plan for theGovt. Higher Secondary Schools of Daman and Diu with an action plan. It embarked on the subject in the month of June 2018 and a committee was formed for preparation of the Plan of School Disaster Management to all school of Daman & Diu districts.

It has been well conceived by the Director of Education, Daman and Diu that majority of the Schools are in urban areas where facilities and inventory are well established. Being a Union Territory of India and industrial city Daman & Diu have very proactive in structural aspect of all school buildings. To avoid any cases of disaster, the prompt response of the teachers in the event of occurrence of disasters will play a major role.

1.3: SCOPE OF THE ACTION PLAN

The National School Safety Policy Guidelines draw the attention of the decision makers on school education in India (both government and private) upon the urgent need to strengthen risk resilience of schools in rural as well as urban areas of the country. It is hoped that this document will be useful for these institutions to ensure that all school children across the Daman and Diu remain safe from any kind of disaster risk as they access their right to education.

SECTION 2

VISION APPROACH AND OBJECTION OF THE ACTION PLAN

2.1: VISION

The U.T. of Daman and Diu School Safety Action Plan apply to all schools in the U.T. – whether government, aided or private, irrespective of their location in rural or urban areas. They apply to all stakeholders involved in delivery of education to children in Daman and Diu. The Guidelines stand for a vision of India where all children and their teachers, and other stakeholders in the school community are safe from any kind of preventable risks due to natural hazards or manmade hazards that may threaten their well-being during the pursuit of education. The guidelines also actively promote that educational continuity is maintained / resumed even in the immediate aftermath of a disaster so that children are physically, mentally and emotionally secure within their schools. **Right to Education is a fundamental right enshrined in the Constitution of India**. In order to facilitate access of all children in the country with respect to the Right to Education, it is important to ensure that children remain safe as they access and enjoy their Right to Education.

2.2: KEY CHALLENGES FOR SAFE SCHOOLS

Efforts on school safety at the National and U.T. levels are at an evolving stage. Key challenges in implementation of school safety measures include:

❖ **Disconnect between institutions:** There is a visible disconnect between the 'non-emergency' schemes (Pertaining to Education) such as Sarva Shiksha Abhiyan and Disaster response / preparedness. Education programmes are executed in most States / U.T. with little synergy or policy linkages with the U.T.DMA / DDMA.

❖ **Limited convergence between schemes:** Resources required for effective implementation of a govt. scheme cannot be leveraged in the absence of a mechanism for collaborative working with other budget holders. For instance, land development within the school campus may be funded through Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA). However, close coordination between

micro planning activity for MGNREGA and School Development Plan preparation would be necessary for convergence.

❖ **Limited understanding of school safety concept:** It is evident that the existing education machinery in the country is keen to promote safe learning environment for children and teachers but actual implementation of programmes on ground points to limited understanding of the concept of safety. At best, new school designs incorporate earthquake safety features in many areas; however floods, cyclones, have been given little attention in design and costing of schools. In addition non-structural elements are often not understood as threats to safety. At the level of teachers and students, safety issues are discussed and pursued as one off activities. School timetable and curriculum need suitable modifications to make safety understanding a routine activity.

Thus the U.T. Daman and Diu School Safety Action Plan emphasize on the need for active mainstreaming of disaster risk reduction in all the school education initiatives in Daman and Diu. This would require a collaborative approach between the U.T. education departments and the U.T. disaster management machinery. Collaboration would be necessary especially for capacity development activities such as sensitization of officials, public awareness on disasters, training of students and teachers; pre-positioning equipments for emergency response, creation of educational material on disasters and, monitoring of risk.

2.3: APPROACH TO IMPLEMENTATION

Fundamental principles that form the core approach of these action plans are given below:

2.3.1: All hazard approach

School Safety efforts need to take cognizance of all kinds of hazards that may affect the wellbeing of children. These may include natural hazards such as floods and earthquakes as well as manmade hazards. Hazards include structural and non- structural factors. Structural factors include dilapidated buildings, poorly designed structures, faulty construction, poorly maintained infrastructure, loose building elements, etc. while non structural factors include loosely placed heavy objects such as almirahs, infestation of the campus by snakes and any other pests, broken or no boundary walls, uneven flooring,

blocked evacuation routes, poorly designed and placed furniture that may cause accidents and injury, inadequate sanitation facilities etc. Safety of children, their teachers and parents needs to be approached holistically to include visible as well as invisible risks that may be sudden on-set or have built-up slowly over a period of time.

2.3.2: Strengthening existing policy provisions to make schools safer

There has been substantial investment by the Government in creating infrastructure for the education sector. There is need to ensure that all the existing and new infrastructure is resilient to locally relevant hazards through the design and construction processes. Unsafe structures can increase the vulnerability of children who are the primary target group of such efforts. Thus it is important to ensure that all development actions taken even in non-emergency times are designed with a view to ensuring their performance during emergencies.

It is imperative that the existing institutions at the U.T. level are strengthened and capacitated to take responsibility of school safety planning and action. Such a step will not only ensure that development policies and programmes are strengthened but also provide the necessary successor to safety actions.

2.3.3: School Safety as an indicator of quality for planning, execution and monitoring

School Safety is not a onetime effort but a continuous process. Safety principles need to be incorporated in the day to day functioning of the educational institutions in the U.T., cutting across the traditional stages of the disaster cycle: preparedness, response and recovery. Thus institutions involved in providing education in the U.T. need to evolve a methodology and an approach of their own that looks at safety as a continuously monitored indicator of quality.

2.4: OBJECTIVES OF ACTION PLAN

The primary objective of the U.T. School Safety Disaster Action Plan is to ensure the creation of safe learning environment for children. The Action Plan also seeks to

highlight specific actions towards school safety that can be undertaken by different stakeholders within the existing framework for delivery of education.

SECTION 3

ACTION AREAS

3.1: STRENGTHENING INSTITUTIONAL COMMITMENT TO SAFE LEARNING ENVIRONMENT FOR CHILDREN

The first and foremost step in promoting safety of learning spaces is to sensitize and strengthen official structures and mechanisms responsible for safety at the U.T., District and Local levels.

3.1.1: Institutional Strengthening at the U.T. and District Level

The institutional and regulatory framework as laid down in the various National Acts provides for realizing the Right to Education as well as Disaster Management in the country. For ensuring that students and their teachers remain safe in pursuit of education, it is necessary that the two institutional frameworks act in convergence with each other, through the phases of preparedness, response and recovery.

The Right to Education Act (RTE) guarantees free and compulsory education to all the children in the country till the age of 14 based on minimum norms and standards that are mandatory for any school in the country to be "established, or recognized". It recognizes the need for "all weather buildings" and limitations posed by difficulty of terrain, risk of earthquake, floods, lack of roads and in general, danger for young children in approach etc.

The RTE Act thus serves as a strong base for promoting school safety. The framework for implementation of RTE-Sarv Shiksha Abhiyan has a strong focus on Disaster Management.The National Disaster Management Act, 2005 mandates the State / U.T. Disaster Management Authorities (U.T.DMA) to provide guidelines for different departments to integrate disaster prevention and mitigation measures in their development plans and provides necessary technical assistance thereof. The U.T.DMA needs to work closely with the Daman and Diu Education Department to support the school safety efforts at the U.T. level.

There is a need to co-opt senior officials of the Department of Education at the U.T. and the District level as part of the U.T. and District Disaster Management Authorities for promotion of safe schools. In addition, a **School Safety Advisory Committee** formed to advise the education department on the subject.

U.T. Level Committee

1	Secretary (Education)	-	Chairman
2	Collector, Daman	-	Member
3	Collector, Diu	-	Member
4	Superintendent of Police	-	Member
5	Director (Education)	-	Member
6	President , District Panchayat, Daman	-	Member
7	President, DMC, Daman	-	Member
8	Director , Fire & Emergency Services	-	Member
9	Director, Medical & Health Services	-	Member
10	Asstt. Director of Education, Nani Daman	-	Member Secretary

This will ensure that school safety can be practically promoted through convergent action by the U.T.DMA / DDMA and the education machinery at the U.T. and district level.

As a direct consequence of this institutional dovetailing / convergence, the U.T. and district disaster management plans will include a focus on educational infrastructure and supportive action thereof, such as status of education infrastructure from a risk resilience perspective, capacity building of different stakeholders on safety aspects, and large scale awareness on disasters among students and the community at large. In parallel, the education machinery also needs to strengthen their efforts with respect to promoting school safety for government, aided as well as private schools.

The District Education Officer must ensure that 'Recognition Certificate' under sub-rule (4) 15 of Right of Children to Free and Compulsory Education Rules, 2010 is issued only to those schools that comply with safety norms laid out in the Building Codes. This compliance needs to be monitored on a regular basis.

In addition, a mechanism needs to be evolved by the District Education Officer and designated Regulatory Authorities for monitoring safety parameters in all schools on a

regular basis. Any existing monitoring formats being used by the Authorities shall essentially include parameters on school safety as well.

In addition, each district should designate the Block Education Officer or any other official as appropriate, for over-seeing and facilitating school safety at the Panchayat level.

3.1.2: Institutional Strengthening at the Local Level for Preparedness & Response

At the local level, both in rural as well as urban areas, the school community broadly include children, school teachers, the Principal / Headmaster and parents. These are the primary stakeholders of the school affairs and may be represented formally or informally in decision making bodies for the school. It is imperative that these existing institutions at the school level are strengthened, and their potential adequately tapped for ensuring wellbeing of children and teachers from a disaster safety perspective. Under the SSA, the School Management Committee has been designated as the body responsible for managing the affairs of the school in a transparent and "bottom – up" participatory manner.

The School Management Committee needs to be made responsible for taking on the safety agenda at the community and school level. The School Management Committee needs to be sensitized and oriented on their expected role. At the school level, a School Safety Focal Point Teacher (FPT) needs to be nominated to operationally anchor safety related actions at the school level as part of his / her routine commitments in the School. The School Safety Focal Point Teachers also need to be provided the necessary training to anchor the process and foster action by different stakeholders responsible for various activities. The School Management Committee in each school should be adequately trained for different aspects of school safety in case of an imminent disaster/emergency, e.g. sanitation and hygiene needs of boys, girls and teachers; first aid; stampede management; fire management and control; handling of chemicals /hazardous materials in labs etc. Each school should also identify and develop a cadre of peer educators / trainers for ensuring that safety messages, dos and don'ts of different disasters, procedures and protocols, reach each and every student in the school. These peer educators can be trained through *National Cadet Corps, NSS, National scouts and guides camps, by the Red Cross or any other agency as deemed fit in Daman and Diu district*.

Many private schools have in place mechanisms to address everyday issues in relation to school expansion and development, fire drills, power outage procedures, early dismissals on

account of unexpected weather events, health and safety concerns, trespassers or road/bus accidents. However the nature and effectiveness of these mechanisms varies. These mechanisms need to be made more inclusive as far as children are concerned as well as be more pro-active with regard to issues on safety.

3.2: PLANNING FOR SAFETY

School safety planning needs to be undertaken at the district level as well as at the local /school level.

3.2.1: Planning at the district level – links with district level DM efforts

The District Disaster Management Plans (DDMPs) need to incorporate concerns and solutions for addressing safety related gaps in all the schools in the district and their surrounding environments. Moreover schools often serve as emergency shelter locations in the immediate aftermath of a disaster. Hence the DDMAs need to make sure that school safety is given due attention in the DDMPs.

DDMP should, at the minimum include:

- ❖ District level baseline of schools to be made safer. These can be accessed through 'Rapid Visual Screening' or any other tool to cover all hazards relevant to the area.
- ❖ Proximity of emergency and crisis service agencies , their capabilities and consequently their expected response time;
- ❖ Physical capacity of school infrastructure and facilities to resist known hazards that are relevant to the local context;
- ❖ Information related to existing resources and capacities within the school and the community with regard to disaster management;
- ❖ Information related to hazards and risks posed by other facilities in the vicinity of the school e.g. any industrial establishments producing hazardous materials.

3.2.2. Planning at the School level – Inclusive & ongoing action

Planning for emergencies at the school level cannot be done in isolation from the school community and the official structures responsible for schools. Therefore the planning exercise must be inclusive – involving wide range of representatives from the school and its neighbouring communities, including school administrators, school principals, school staff, students and key representatives from the community. It is equally important to recognize that planning for safety at the school level is not a one time or static process; it is an 'on-going' dynamic process involving identification of safety needs, developing prevention, response and preparedness protocols, evaluating physical facilities, and providing communication and training for staff members and students.

The existing planning processes and protocols at the school level for formulation of SDMP Action Plan adequately include safety concerns. For private and unaided schools, the National Accreditation Board for Education and Training needs to monitor safety aspects. In addition, as per the DM Act2005, DDMA needs to monitor all school buildings for their compliance with building codes. For schools under SSA, the current process of preparation of annual School Development Plans needs to reinforce focus on safety aspects. A comprehensive assessment of needs, conducted prior to the development of the School Development Plan (SDP) is essential for identifying the possible risks for children as well as their capabilities to respond and recover from critical incidents. The assessment considered the history of natural disaster risk in Daman and Diu area and natural vulnerabilities, physical factors, such as the location of the school with regard to existing / emerging hazards, for example flooding due to proximity of a water body, building code requirements in relation to school structures as well as non-structural components that may threaten the well-being of children. It also considered emergency uses of the school facility such as, school being designated as a relief shelter in the District Disaster Management Plans. The School Management Committee members, children and teachers being the primary users of the school are in the best position to identify and plan for addressing hazards and risks that may threaten their safety. The School Management Committee has been formed and oriented to school safety issues Daman and Diu, a dedicated group of individuals is available to lead the process of identifying risks and vulnerabilities. Appropriate tool may be used to conduct the process of identifying needs in a participatory manner. For instance, *'Hazard hunt'* exercise is a tested method to identify risks, both inside and outside the school precincts that may threaten the safety of the school community. It involves identifying all kinds of hazards including those that can cause physical harm such as deep potholes, lack of boundary walls; those that affect the health of children such as contaminated water sources, absence of toilets

and hand washing facilities, open electric wire and circuits; as well those factors that are outside the school per se such as fast moving traffic on the road outside the school, below 16 age two wheel driving water ponds etc. Based on the assessment of needs, the School Development Plan were prepared by the School Management Committee. NDMA through U.T.DMA and DDMA provided standard tool kits and render other inputs to facilitate the process. (Format of School DM Plan is available as Annexure 8) The plan comprised measures to be taken both within school premises and in the immediate neighbourhood including:

I. Short term interventions: both non-structural and structural activities
II. Long- term interventions: both non-structural and structural activities
III. Training plan: For students and teachers
IV. Knowledge building plan including awareness creation, mass sensitization, mock-drills include follow up through regular school timetable. This would also include the use and regular maintenance of emergency equipments such as fire extinguishers.
V. Review and Monitoring plan *including safety audit, availability of emergency equipment and materials*

3.2.3. School Disaster Management Plan

Schools of Daman and Diu developed a Disaster Management Plan defining procedures to confine, contain, consolidate and control the emergency and crisis, with inputs from DDMA. This plan included among other aspects, system of warnings, communication protocols within and outside the school (including usage of public addressal system), identification of evacuation routes, access by *emergency vehicles and care of children with special needs.* The Disaster Management Plan included stock piling of emergency equipment and materials, regular maintenance of emergency equipment, arrangements for orderly release of students to guardians and temporary shelter, in case required. A site map included in the plan, designating planned evacuation routes and assembly areas. The same is displayed on each floor of the school. A copy of the plot map and floor plan for each school with these details are submitted to the DDMA for inclusion in the DDMP.

3.3: IMPLEMENTATION OF SAFETY ACTION

3.3.1: Appropriate Design and detailing for structural safety in new school and repairing and retrofitting of existing schools of Daman and Diu

All existing as well as new schools conformed to safety standards as per the National Building Code. In addition, any other norms prescribed by the U.T. government be adhered to. (Refer Annexure 6) Some of these actions taken are as given below:

❖ All Daman and Diu new schools located, on a site that has adequate mitigation measures already in place against any imminent natural hazards. Existing schools located in a vulnerable location either relocated at a safer site or they provided adequate support to mitigate the effect of any natural hazards that may affect the area.

❖ All new school constructions included disaster resilient features. Existing vulnerable schools repaired to the desired level of resilience with regard to local disaster risks.

❖ Prescribed designs adapted to accommodate safety and child friendly features.

❖ For design of structural standards of school building and its components such as corridors, staircases, side areas, quality of construction were followed as per the National Building Code 2005. Only non-combustible, fire-proof, heat resistant materials used in school construction.

❖ Vertical expansion of existing schools not carried out without a fitness certificate for the building from a certified civil / structural engineer.

❖ Additional classrooms or any other structures requiring horizontal expansion designed taking into account the space availability and while constructing as a continuous unit to the existing structures, these should be designed to have less impact of seismic forces.

❖ Each class room have two doors for easy evacuation; adequate openings for ventilation and lighting are followed and accommodated in the design.

❖ Doors opening outside, into open areas or corridors of adequate width are key details that are also incorporated to make schools safer.

All of these and any other additional ones required the guidance and support of a panel of technical agencies as SVNIT, Surat is identified at the U.T. level and designated to work in specific districts as and when required. In this manner location specific designs can be

worked out with adequate attention to safety features as well as child friendly elements. Besides these details, other design solutions in line with the Whole School Development Concept are also incorporated to promote safety and child friendly features. Elements pertaining to school safety included in the whole school development approach.

3.3.2: Non-structural safety measures in schools

Besides structural safety measures, non structural elements within the school campus are also addressed to ensure safety. These are mostly low cost, regular maintenance items that the school should address on a regular basis from their own funds. Some of these items have been listed below:

- ❖ All items of furniture such as cupboard, shelves, black boards etc., as well as any other items that may fall and cause injury to students and teachers such as ceiling fans, coolers, water tanks etc. are secured and fitted to the walls or floor.
- ❖ Any electrical items such as loose wires that may cause an exigency addressed promptly by the school authority as and when required or suggested by the SDMC.
- ❖ Chemical and any hazardous materials in the school laboratory handled and stored as per instructions to prevent any harm to students and school staff.
- ❖ Open areas including corridors and evacuation routes including staircases and ramps are kept free from any hurdles and barriers so that evacuation is smooth and swift.
- ❖ Pots / planters in the play ground or corridors kept in a manner that does not affect smooth evacuation.
- ❖ Any derelict or unused building, rubble, etc. removed to prevent any harmful animals or pests from accessing children.
- ❖ Traffic movement outside the school managed to minimize risk to students at the time of assembling and dispersal of school.
- ❖ During excursions, schools carefully choose the location of excursion and the itinerary so that exposure to hazard is minimized. Extra precautions taken when students are being taken close to water bodies, narrow mountainous tracks etc.
- ❖ Buses or any other vehicles owned / hired by the school need to be maintained properly so that students are not at risk of accidents. Drivers need to be appropriately trained on speed limits, stoppage of vehicles as well as crisis management so that children remain safe during their travel to and from schools.

❖ Emergency equipment such as fire extinguishers, first aid kits, ropes etc. need to be procured and maintained regularly by the School Authorities.

Fire Prevention and Fire Safety

Fire Prevention and Fire Safety measures are part of initial school design, and also regularly maintained and tested. The following actions are carried out and ensure:

✓ Flammable and hazardous materials sources are limited, isolated, eliminated, or secured. This includes electrical lines and appliances, heaters and stoves, natural gas pipelines and LPG canisters, flammable or combustible liquids;

✓ Exit routes are clear to facilitate safe evacuation in case of fire or other emergency;

✓ Detection and alarm systems (especially urban set ups) are working;

✓ Fire extinguishers are regularly refilled;

✓ Other fire materials and equipment are regularly maintained;

✓ Electrical systems are maintained and operable, in compliance with fire safety design criteria.

3.3.3: Leveraging existing flagship programmes to make school campus safer:-

Areas that have a history of disaster risk recognize the value of schools both during an emergency as well as for helping children achieve a sense of normalcy in the aftermath of a disaster. Therefore schools are a valuable asset for any community for the various purposes they serve not only for children but for their families and communities. Therefore, local authorities need to have a strong sense of urgency for ensuring school safety.

In addition, schools can be instrumental in creating an overall 'culture of safety' within the neighbouring community through children and teachers. Hence, the relevance of school safety efforts goes much beyond the school itself.

School safety cannot be ensured by the efforts of the school authorities alone. The broader context of the school has a vital role to play in ensuring safety since school precincts and the facilities therein are provided through different schemes and programmes. Often these schemes and programmes are rather disconnected with the school affairs and special needs of children.

The School Development Plan detailing possible sources of funding for different components of school safety including Samgra Shiksha Abhiyan (SSA), Backward

Areas Grant Fund, National Rural Employment Guarantee Scheme, Nirmal Bharat Abhiyan, Tribal Areas Sub-Plan, MPLAD etc. needs to be shared with Panchayati Raj Institutions / Urban Local bodies and other local level institutions for their participation and support. Components of the School Development Plan that can be included in the Panchayat Plans for Backward Areas Grant Fund, National Rural Employment Guarantee Scheme, etc. need to be subsequently followed up with the relevant departments along with the PRIs/ Urban Local Bodies so that they are executed in a timely fashion with the desired quality– with a focus on children and a focus on safety.

Those activities that the school can undertake on its own such as non-structural mitigation measures for instance, clearing evacuation routes and addressing loose hanging objects, be taken up by the Department of School Education Daman and Diu.

3.4: CAPACITY BUILDING FOR SAFE SCHOOLS

A critical enabler for promotion of safety at the school level is deeper understanding, sensitivity and overall capacity of the concerned stakeholders in relation to the issue of school safety.

Capacity building for school safety covers a range of actions spanning from awareness generation and sensitization to training on direct actions required by different stakeholders. Additionally, capacity building is not a one-time activity; it requires follow up of knowledge and skills imparted and regular value additions in the day to day working of teachers, students and school staff.

Capacity building actions for safe schools fall broadly in two categories:

3.4.1 General training for students and school staff:

Delineating their expected roles, procedures and responsibilities in relation to any emergency, this training would include strengthening understanding of:

a) Potential disasters that may affect the school community;
b) Warning signals, emergency and crisis instructions and mitigation actions for different levels of response.
c) Evacuation routes, and knowledge of safe spaces and shelter locations;
d) First-aid and basic life support

e) Availability of personal and group counselling and support following a disaster; and

f) Updates in the disaster management plan that affect the total population of the school.

These trainings are necessary for preparation and regular up-dation of school level disaster management plans as well as for effective execution in case the need arises. Therefore regular practice through mock-drill exercises involving teachers together with children is critical for sustaining the impact of safety initiatives.

Awareness programmes for children on local hazards and risk reduction with relevant knowledge and life skills through discussions, drawing competitions, quiz competitions, essay/ slogan writing and demonstration by fire and emergency department community awareness programme by NDRF are proven ways of involving children in a meaningful manner. In addition, rallies, games/matches and other community level activities organised with inputs from DDMA/SDMA to make children as well as the larger community aware.

3.4.2 Specialized training and skill building:

Training would be imparted for performing specialized roles as part of the School Disaster Management Plan, for instance:

a. Specific duties and procedures assigned to students, faculty and staff as part of the School Disaster Management Plan e.g. first aid training, search and rescue etc.

b. Coordination of the school safety needs assessment and integration of these needs with the School Development Plan by School Safety Focal Point Teacher and Principals.

c. Psycho-social support for students who can benefit from counselling, undertaking activities on trauma management, through writing or art projects as well as making appropriate changes in the curriculum, for healing and learning coping skills.

Such specialized skills can best be imparted by specialized institutions. U.T Administration established a formal mechanism such as a Joint Plan of Action with specialized agencies such as U.T.DRF and the Red Cross. U.T. DMA involved UTDRF in training of Education Officer, SDMC, Focal Point Teachers and student peer educators on

practical skills such as search and rescue, first aid, basic - life support etc. Besides the School Safety Focal Point Teachers, all other teachers should be sensitized through the UTDMA/DDMA. The School Disaster Management Committee trained on assessment of safety needs, developing plans as well as safety audit which conducted quarterly. This includes checks to ensure that facilities and resources within the school are maintained viz. safe water and sanitation, first aid kits, fire extinguishers etc.

Disaster Management in Core Curriculum

Dedicated actions for building the capacity of students and staff in schools are needed to create a "culture of safety" within the larger community to which the students and teachers belong. This "culture of safety" would be an outcome of the collective efforts of the educational institutional machinery with other institutions concerned with disaster risk such as the State and District Disaster Management Authorities.

On their part, Central Board of Secondary Education, State Boards of Secondary Education (SCERT), and other institutions involved in curriculum development developed and include age appropriate theoretical as well as practical knowledge on risk of disasters, nationally and specifically about their own state / U.T.. Practical training on health promotion and disease prevention concepts and health-enhancing behaviours and life skills are important.

List of Trainings proposed in Action Plan for promotion of school safety is as follows

S.No	Training	Indicative Contents	Participants	Responsibilities
1.	ToT of School Safety Focal Point Teacher (SFPT)	✓ Hazards, Risks (with focus on children of various age groups) & Vulnerability. ✓ Safe learning environment and quality education under RTE ✓ Structural & non-structural safety in schools. ✓ Safety Needs Assessment ✓ Integration of disaster	School Safety Focal Point Teachers (SFPT)	DDMA / EDUCATION OFFICER

		preparedness measures in curricular and co-curricular activities ✓ Mock Drills for various hazards ✓ Psycho Social Support and counselling		
2.	Training of Principals and Headmasters	✓ National DM ACT and Policy, institutional Framework ✓ Safe learning environment and quality education under RTE ✓ Planning and implementing school safety within school ✓ Integration of disaster preparedness measures in curricular and co-curricular activities	Principals & Headmaster	DDMA / EDUCATION OFFICER
3.	Training of School Disaster Management Committee	✓ School safety concept, ✓ Safety Needs Assessment ✓ Functioning of School Management Committee and roles/ responsibilities, ✓ Orientation on school safety planning ✓ Safety audits at the school level	SDMC Members	DDMA / EDUCATION OFFICER
4.	Training of Peer Educator	✓ Facilitating lifesaving skills in the class ✓ Dos & Don'ts of hazards relevant to their context eg. Earthquake (Duck-Cover & Hold), fire (Stop-Drop & Roll), floods, cyclone road safety etc.	Selected students from each class or NCC and NSS volunteers	School Focal Point Teachers with external resource from DDMA if available or from Fire and Safety

		✓ First-Aid skills		department
		✓ Water Quality Monitoring and disinfection		
5.	Training on First Aid and Lifesaving skills in School	✓ First- Aid for common injuries, snake bite etc., CPR ✓ Carrying wounded persons ✓ Diarrhoea management ✓ Making rope ladders	SDMC, SFTP, Peer Educator	UTDMA, NDRF, Health Department and other external agency who provide recognise certificate courses in this field.

Peer Education and Use of Child Friendly Methods

The strategy of peer–to-peer education is a tested strategy for imparting specific knowledge on disasters such that it reaches each and every student within the school.

This strategy not only promises extended outreach, it also facilitates the development of leadership skills in the students at school and within their community. Peer education for disaster management may be extended to peer mediation in cases of bullying or any other incidences of violence that can be resolved by students themselves.

It is also important to ensure that appropriate child friendly techniques are used in the process of skill building. Use of songs, skits, puppet shows, drawing competitions, quiz competitions, essay/ slogan writing and demonstration are proven ways of transferring knowledge and skills to children.

3.5: REGULAR MONITORING OF RISK AND REVISION OF PLAN

Implementation of National School Safety Action Plans will be monitored at the national level jointly by MHRD and NDMA. At the state level, implementation of the Guidelines will be monitored by State Education Department and U.T.DMA. Samgra Shiksha

Abhiyan Framework offers broad guidelines on provisioning of School Infrastructure facilities. Therefore, suitable indicators to monitor disaster risk to children developed/monitored by the U.T Governments based on specific conditions in assistance with UTDMAs. The education machinery at U.T. / district level strengthens their efforts at promoting school safety for aided as well as private schools. The District Education Officer must ensure that 'Recognition Certificate' under sub-rule (4) 15 of Right of Children to Free and Compulsory Education Rules, 2010 is issued only to those schools that comply with safety norms laid out in the Building Codes. This compliance needs to be monitored on a regular basis. In addition, a mechanism needs to be evolved by the District Education Officer and any other Regulatory Authorities for monitoring safety parameters in all schools on a regular basis. Any existing monitoring formats being used by the Authorities shall essentially include parameters on school safety.

In addition, Daman and Diu district designated the Assistant Director of Education for overseeing and facilitating school safety at the district level. To ensure that schools remain 'safe' for the students and the teachers, it is important that the School Development Plans are reviewed and updated regularly by School Disaster Management Committee on *a quarterly basis*. There could be cases of unaddressed hazards and additional new hazards that emerge in the course of the implementation of the School Development Plan. These will be integrated into the School Development Plan through the process of review and up-dation. In addition, there may be risks that have to be monitored periodically to safeguard the health and well-being of children, such as cleanliness of toilets and quality of drinking water.

SECTION 4

ROLES AND RESPONSIBILITIES OF DIFFERENT STAKEHOLDERSSIBILITYS

Right of school children to a safe learning environment cannot be upheld by only one institution. The National Policy on Disaster Management reinforces that disaster management is everyone's business; a single individual or agency cannot, on their own be responsible for safeguarding the interest of the future generation. There is a need for a more practical linkage between the national, state and local governance structures so that the overall well- being of children and teachers as well as their families can be promoted. Moreover, these structures need to work together along with the school community to not only address primary risks (floods, earthquake, etc.) but also underlying risks and vulnerabilities to singularly define 'safety' as a quality issue in education facilities whether government, aided or privately owned.

The roles and responsibilities of different stakeholders are given below:

4.1: UNION TERRITORY DISASTER MANAGEMENT AUTHORITIES (U.T.DMAS)

- ✓ Collaborate with and involve education authorities in DM planning, policies, processes and in developing minimum standards for school safety before, during and after emergencies. This can be done by co-opting the Daman and Diu Project Director of Samagra Shiksha Abhiyan and / any other officials / NGOs / Private agencies as part of the SEC of the U.T DMA.
- ✓ Ensure that school safety is given due attention in the SDMPs.
- ✓ Collaborate with and provide training inputs to Department of Education for integration of DRR education in formal curriculum of schools.
- ✓ Collaborate with and provide training inputs to Department of Education for training of School Safety Focal point teachers and School Disaster Management Committee members to lead school safety efforts in their respective schools.

4.2: DISTRICT DISASTER MANAGEMENT AUTHORITIES (DDMAS)

- ✓ Collaborate with and involve education authorities in DM planning, policies, processes and developing minimum standards for school safety before, during and after emergencies. This can be done by co-opting the District Education Officer and / any other officials / NGOs / Private agencies as part of the DDMA.
- ✓ DDMAs need to make sure that school safety is given due attention in the DDMPs.
- ✓ Collaborate with and provide training inputs to Department of Education for training of School Safety Focal point teachers and School Disaster Management Committee members to lead school safety efforts in their respective schools.
- ✓ Ensure that all school buildings whether government or private, comply with the building codes and directives of the Hon'ble Supreme Court of India in relation to safety of children.
- ✓ Facilitate specialised training in schools for teachers and peer educators.
- ✓ Include issues of school safety –in the District Disaster Management Plans.
- ✓ Conduct periodic mock drills at the district level actively involving schools.

4.3: DISTRICT LEVEL EDUCATION AUTHORITIES

- ✓ Accept responsibility for ensuring the safety of school children and therefore actively engage with DDMAs in seeking collaboration and technical solutions for promoting safety.
- ✓ Engage with DDMAs in preparation of DDMPs to provide inputs on school safety issues. Also ensure in the DDMP that schools are free for continuing educational activities as soon as possible in the immediate aftermath of a disaster.
- ✓ Reinforce the responsibility of school management to take prevention, mitigation, preparedness and response actions with regard to safety of children and teachers.
- ✓ Implement strategies, policies and regulations for ensuring that all new schools/ classrooms being constructed are disaster resilient and child friendly.
- ✓ Allocate resources for retrofitting of schools to make them disaster risk resilient and child friendly.
- ✓ Gujarat DIET already included school safety training in the curriculum for training of teachers. Work with other line departments to ensure that their resources when applied in and around educational institutions are designed with a 'safety' lens.

- ✓ Grant authorisation to only those schools that comply and continue compliance with safety norms laid out in the building codes and directives of the Hon'ble Supreme Court of India in relation to safety of children.
- ✓ Facilitate training of Master Trainers from Daman and Diu District Institute of Education and Training for training of teachers and students to engage them on school safety issues.

4.4: SCHOOL ADMINISTRATION

- ✓ Allocate time for weekly knowledge and life-skill building activities.
- ✓ Incorporate school safety issues in the school development plan.
- ✓ Ensure that teachers and non-teaching staff receive appropriate training in disaster risk reduction.
- ✓ Involve PRIs/ Urban Local Bodies and line departments in safety planning exercises.
- ✓ Ensure that relevant norms and standards for school safety are applied in their own school building and functions.
- ✓ Ensure active and equitable participation of school community, including children and elected representatives for preparing and implementing SDPs.
- ✓ Deploy appropriate strategies to encourage and support children to participate in spreading disaster risk reduction knowledge to families and communities.

4.5: ACCREDITATION AND REGISTRATION AUTHORITIES FOR SCHOOLS

- ✓ Lay down safe learning environment as a necessary precondition for recognition of schools.
- ✓ Insist on the designation of a school safety focal point teacher in new schools applying for recognition/ accreditation.
- ✓ Include safety as one of the monitor-able indicators for continued recognition of private schools.

4.6: PRIS / URBAN LOCAL BODIES AND LINE DEPARTMENTS

- ✓ Effectively participate in the school safety planning exercises

- ✓ Ensure that all infrastructure and installations routed through them for schools and even outside are resilient to local disasters

4.7: SCHOOL CHILDREN

- ✓ Enthusiastically participate in and learn DRR (Disaster Risk Reduction) principles and practices being taught in school and outside.
- ✓ Take cognizance of disaster risks in their own community and actively seek solutions to reduce them.
- ✓ Participate in preparing and implementing SDMPs.
- ✓ Participate in mock-drills and appropriate response strategies available in school or community.
- ✓ Actively spread the knowledge on DRR acquired in school to your families and communities.

4.8: NON - GOVERNMENTAL ORGANIZATIONS (LOCAL, REGIONAL AND INTERNATIONAL)

- ✓ Sensitize policy makers on the need for school safety and advocate for a systemic commitment to safety.
- ✓ Facilitate and provide training to School Safety Focal point teachers and SDMC members on School Safety Intervention so that they can effectively participate in the school safety efforts.
- ✓ Collaborate with academic/scientific/ research institutions and experts for development and delivery of training programs and research on new and innovative approaches.
- ✓ Participate in coalitions and collaborative platforms for school safety at local, district, states, national and global levels and bring the acquired knowledge and understanding in the geographical areas they are present.
- ✓ Advocate the integration of disaster risk reduction into mainstream development activities particularly school education.

- ✓ Coordinate knowledge consolidation and dissemination of DRR educational materials and tools.
- ✓ Undertake responsibility of orienting and educating the larger donor community and policy-makers on issues of school safety and disaster risk reduction.
- ✓ Facilitate the development of monitoring tools to assess the effectiveness of education sector projects from a disaster risk reduction perspective.

4.9: Industrialist of Daman & Diu and Hotel Association

- ✓ Support for promoting school safety through various activities such as construction of safe schools, repairing of existing schools, and awareness creation on safety, capacity building of students and teachers etc.
- ✓ Ensure that all schools owned or supported by any industrial body or hotel association comply with safety norms.

4.10: MEDIA

- ✓ Participate in training on DRR issues and approaches.
- ✓ Take a lead in building the necessary momentum on school safety through adequate coverage of issues and solutions.
- ✓ Participate in the development, refinement and implementation of code of conduct for disaster reporting, especially with respect to children and schools.

SECTION 5

ACTION POINTS FOR STAKEHOLDERS

Concerted actions at National, State, District and School levels are to be taken to strengthen school safety measures. A Summary of these 'Action Points' for various stakeholders is furnished below:

5.1: U.T. Level

Sr. No.	Action	Sub-task against broad actions	Monitoring indicators	Responsibility	When / Frequency
			U.T. Level Action Plan		
1	Planning & review meeting of School Safety Advisory Committee (SSAC) at the U.T level.	1.Interdepartmental coordination meeting between stakeholders on (SSAC) 2. Clear demarcation of responsibilities for different stakeholders	1. No. of coordination meeting held 2. No. of Standard Operating Procedures (SOPs) prepared for respective departments on role clarity. 3. No. of joint action plans shared with U.T level School Safety Advisory Committee	U.T level School Safety Advisory Committee, NIDM, Local authority for fire home guard, education department, Home department	Once a year
2	Ensure School safety and protection concerns are included in the U.T. Disaster Management Plans and Education Departments Plants.	1. Departmental consultations for inclusion of Child Safety & Security concern in DMP at different levels 2. Informing district and sub-district for necessary actions	1.Spacific SOPs issued on Disaster Risk Reduction inclusion plans	Collector, Daman, Diu Local authority for fire home guard, education department, Home department	Once a year

		3. DRR embedded in Education Dept. plan. 4. Prepare design of child friendly spaces for emergencies in advance. 5. GPS tracking of pick & drop vehicles, as if possible.			
3	Issue State Level School Safety and Security program guidelines – Procession guidelines and establish a mechanism for monitoring safety parameters (including Infrastructure, safety and security and security norms, awareness and level of preparedness among all the stockholders) in all schools on a regular basis	1. Convergence with UTDMA for support in accessing school level risk mapping, vulnerable schools technical support in planning risk mitigation mock drill etc. 2. Convergence with Fire Department of fire drills hands on training on operation of fire extinguisher fire fighting using locally available resources. 3. Convergence with DDMAs health department and home guard under Collector & DM for early warning system, capacity building on search and rescue, first aid response	1. No. of HRVA plans 2. No. of mock drills with concerned participants. 3. No. of hazard specific drills conducted at schools. No. of early warning and dissemination mechanism plans developed	District Level Committee of Daman and Diu.	Quarterly

		support etc. 4. Convergence with weather station for meteorological awareness and understanding weather alerts. 5. Convergence with Motor Vehicle Inspector, P&RT & Traffic police for safety and security guidelines for transportation of school children in case of any emergency. 6. Convergence with NHAI, Indian Railway for road rail crossing safety provisions to avoid rail accidents. 7. Convergence with academic institution like SVNIT, Surat, BMTPC others technical agency for hazard resilient construction practices and time audit of schools by these institution. 8. Ensure guideline for road safety are implemented and followed. No child allowed riding	at departmental level. 4. No. of weather alerts issued. 5. Guidelines, policies developed by P & RT and Education dept. for transportation safety. 6. No. of action-taken reports by respective dept. such as NHAI, Indian Railways. 7. Number of school visited and provided technical inputs to the education regarding structural aspect of school building.		

		two- wheeler with gear bike before getting valid licence.			
			8. Number of session conducted by MVI and AMVI at school regarding road safety. Number of students penalised in a year without having valid driving licence		
4	Properly defining the legal and operational scope and implications of security at the school level for children.	Detailed Implementation Plan (DIP) of responsible dept. submitted to U.T. Administration of Daman and Diu.	No. of DIPs prepared by respective depts.	District Level Committee of Daman and Diu. & Education Department of Daman and Diu	Once a year
5	Prepare district-wise inventory of schools to be made safer & ensure all new schools have safety features	1. Provision of building safety codes to dept. concern on construction of schools. 2. Indicators related to (SSAC) concern integrated in existing school audit checklist. 3. Development and systematic maintenance of database on disaster impact on schools.	1. No. of school safety audits conducted	Director (Education)	Once a year
6	Focus on educational infrastructure and supportive	1. Specific guidelines for school infrastructure	1. Guideline issued or not	Education Department and UTDMA and DDMA	Once a year

	action thereof within State Disaster Management Plans	(normal and emergency situation) to be Incorporated in preparation in UT.DMP. 2. Screening of new infrastructure designs on inclusiveness, gender restiveness and equity concerns.			
7	Develop action plan with Health Department, NDRF / Red Cross for training for students and School Staff, on different natural hazard relevant to the State / District, do's and don'ts of different disaster, first aid etc. Initiatives School safety weeks / days identified under action plan for prior planning	Procurement, placing, capacity building and maintenance of minimum response equipment and tools at all levels (region specific and exposure specific) such as rescue tools, first aid, emergency transport etc.	Comprehensive Training module developed by depts. such as 1. Health 2. NDRF 3. NIDM 5. Education Dept. 6. DWCD 7. Home	District Level Committee of Daman and Diu. NDRF, NIDM, Health training institute and reputed NGOs	Once a Year
8	UT level Behaviour Change Communication strategy Developed for teachers and students	Develop and dissemination of child friendly IEC material in the vernacular medium for developing the understanding of children on various hazards and dos and don'ts of response; Develop child	Development of training materials for teachers by GCERT Repository of IEC materials developed with help of departments such as GCERT and shared with	With the support of GIDM and GSDMA, GCERT	Once a year

		friendly touching material for teachers.	concerned dept.		
9	Plans for training of Resource persons / Teachers at the school level on school safety concepts and security processes. Resource persons / Teachers on psycho – Social support for children affected by disasters, emotional and physical assault at school.	1. Cascade level training plan on SSAC for :- a. teachers b. District Panchyat Engineers c. DCPU d. Health functionaries 2. Capacity need assessment at school, district and state levels 3. Capacity development strategy on DRR for Education sector at U.T. and district level 4. Trainings, needs assessment and training calendar for DRR in education for all stakeholders including students. 5. Training impact assessment on periodic basis and improvisation.	No of training conducted on SSAC for a. Teachers b. SSA engineers c. BRC d. CRC e. DCPU f. Health functionaries	SSA, NIDM, GCERT, Health training institution and NGOs having experience and expertise	Once a year
10	Monitor implementation of SSAC Guidelines at the district and school levels issuing indentified indictors	1. Comprehensive study to understand child protection issues and scenario in schools. 2. Strengthening MIS system to capture child nights issues particularly Child Protection(CP) and stakeholders	1. Study report on different issues concerned with DRR, CP , safe school environment 2. Robust MIS systems developed 3. Indicators	Education department, NIDM, Home Department	On –Going

		including students	indentified on CP, DRR for monitoring at different levels and at different intervals.		
		3. Identification of Child Protection and resolution done at school indicators for education sector			
		4. Exploring feasibility for integrating CP in existing CD framework / developments of new course for the same.			
11	Advise DDMAs to constitute Advisory committee on School Safety at the District level and implementation & monitoring.			Education Dept., DDMA	Once a year

5.2: DISTRICT LEVEL

Sr. No.	Action	Sub-task against broad actions	Monitoring indicators	Responsibility	When / Frequency
District Level Action Plan					
1	Constitute and review a school safety and security advisory committee at the district level and establish a mechanism for monitoring safety and security parameters in all schools on a regular basis.	1. Creation of committees (Advisory, implementation and M&E) at District, Panchyat and School Level. 2. Delegation of responsibility, accountability and Reporting system. 3. Internal meeting of Education Department convene by Asst. Director of Education.	1. No. of coordination meeting held 2. No. of SOPs prepared for respective departments on role clarity 3. No. of joint action plans shared with State Advisory Committee	District Collector, DDMA, DEO, Fire, Health, Home department.	Monthly
2	Prepared panchayat wise inventory of schools to be made safer (including physical condition of schools assessed through rapid visual screening or any other methodology for all hazards relevant to the area, hazardous industries in the vicinity etc).	1. Provision of building safety codes to dept. Concern on construction of schools. 2. Indicators related to CSSP concern integrated in existing school audit checklist and rolled out for implementation, 3. Regular update and systematic maintenance of database on disaster impact on schools.	1. No. of School safety audits conducted.	Education Department and SSA.	Once a year
3	Ensure District Disaster Management plans include a focus on school safety,		Update DDMP on a regular basis with incorporation of school safety concerns	District Collector / DM, DDMA, Assistant Director of Education	Once a Year

				Daman and Diu	
4	Ensure implementation and roll-out of CSSP	1. Convergence with GSCPC for creating awareness on CP, Strengthening grievance redressal system 2. Convergence with Home Department for rapid action. 3. Convergence with health department for specialised counselling. 4. Convergence with existing schemes and policies of government related to protection of children and adolescents. 5. Convergence with PRIs, CWCs, JJBs, DCPS for CP support services to school etc.	Robust monitoring mechanism established at district level	Assistant Director of Education Daman and Diu, DCPU	Monthly
5	Supporting creation of child friendly spaces for emergencies in advance		No. of child-friendly spaces created in each block	DDMA	Once a year
6	Ensure that all existing as well as new schools conform to safety standards as per the National	Adherence to norms and regulations by the district administration	No. of schools where retrofitting done as per norms	DDMA, Assistant Director of Education Daman and Diu, PWD Daman and	On-going

35

				Diu	
7	Issue ''Recognition Certificate' under sub-rule (4) 15 of Right of Children to Free and Compulsory Education Rules, 2010 to only those schools that comply with safety norms prescribed by the U.T.		No. of certificate issued by competent authority to schools	Assistant Director of Education Daman and Diu & DDMA Daman and Diu	On-going
8	Review progress on non-structural safety measures in schools	1. Verification of all staff 2. Verification of drivers and conductors 3. Ensuring sage waste disposal facility	No. of review meetings conducted on steps taken on non-structural safety measures and meeting proceedings issued	Asst. Director of Education Daman and Diu & DDMA Daman and Diu, Police Dept.	On-going
9	Training of all teachers of schools on school safety & providing psycho-social support to children affected by disaster	1. Training done at district and Panchayat level	No. of Training completion certificate issued	Asst. Director of Education Daman and Diu & DDMA	Once a year
10	Train school safety focal point teachers on school safety concept and various activities related to execution of		Database and its updation at district and sub-district levels on focal points assigned to schools	Asst. Director of Education Daman and Diu & DDMA	Quarterly

	their responsibilities as the school safety focal point teachers				
11	Capacity building of SDMC on different aspects of school safety in case of an imminent disaster e.g. Sanitation and hygiene needs of boys, girls and teachers first aid, handling fires, handling chemicals/ hazardous materials in Labs etc.	1. Orientation of SDMC members on various activities of school development 2. Community reading activities- a) Gram Shabha, b) Information Display through Community Board 3. Organising regular SDMC meetings 4. Community Based Monitoring of all school based Activities, Capacity building of PRI/Local Body. 5. Exposure cum training of SDMC and PRI/Local Body members on Successful implementation of school education and intervention Convention of the SDMC at GP level 6. Recognition	No. of Training completion certificate issued by different agencies	Asst. Director of Education Daman and Diu & DDMA	Half-yearly

			and rewards to best community action, 7. Social Audit of School Activities		
12	Monitor Implementation of State School Safety Guidelines at the district and school levels using identified indicators	1. GPS tracking of vehicles 2. Regular report collection on key indicators 3. Review of child harassment cases immediately after reporting	1. Study report on different issues concerned with DRR, CP, safe school environment 2. Robust MIS systems developed 3. Indicators on CP, DRR monitored at sub-district and school levels and at different intervals	Asst. Director of Education Daman and Diu & DDMA, DCPU	Monthly
13	Safety and Security Audit Annually at all schools: The aforementioned district level committee will make an audit team comprising of members from engineering department, health department, Home Department revenue, DDMA and education	1. Regular safety audit by all visiting staff of different stakeholder departments on key indicators 2. Random visits to schools conducting safety audit for validation	1. Road safety norms followed by schools 2. No. of schools where mock drills conducted by local authority for fire, red cross, health dept. etc. 3. Drinking water testing done	Members from engineering department, health department, Home Department, revenue, education, DDMA	Once a year
14	Advise Asst. Director of Education to constitute			Asst. Director of Education Daman and Diu &	Once a year

				DDMA,	
Advisory Committee on School safety at the district level and implementation & monitoring					

5.3: SCHOOL LEVEL ACTION PLAN

Sr. No.	Action	Responsibility	When / Frequency
1.	Dedicated planning and action for school safety. Also include community for meetings and participation	SDMC	Quarterly
2.	Designate a school safety " focal point teacher" FPT to operationally anchor safety related action at the school levels as part of his / her routine commitments in the school	Head Teacher	Once a year
3.	Identify and develop a cadre of Bal Sansad / Peer educators / trainers for ensuring that safety message, dos and don'ts of different disaster, procedures and protocol reach each and every students of school	School Safety Focal Point Teachers	Quarterly
4.	Conduct a detailed assessment of needs from a safety perspective for inclusions in the school Development Plan (Structural and Non Structural). Participants include PRI, SDMC, and teachers.	Focal Point Teachers SDMC,	Once a year
5.	Establish inclusive mechanisms to address issues in relation to school expansion and Development, conduct mock drill power outage, early dismissals for weather events, health and safety concerns, trespassers or road / bus accidents	SDMC, PRI, Teachers/ Peer Educator	Quarterly
6.	Develop an Emergency Response Plan for the school (Including evacuation procedures handling of chemicals in the laboratory, stock – pilling of emergency equipment and material etc.)	Head teacher Focal Point Teacher and SDMC	Yearly
7.	Regularly Monitor risk and hazard and update in SDMP	Head teacher / Focal point teacher and SDMC	On going
8.	Review and immediately take up activities that the school can undertake on its own viz non- structural mitigation e.g. Clearing evacuation routes, addressing loose objects	Head teacher / Focal point teacher and	Quarterly

		etc.	SDMC	
9.	Share components of the school development plan that can be included in the panchayat plans and follow up with the relevant departments along with the PRIs	Head teacher / Focal point teacher and SDMC	Yearly
10.	Amend the time table and school calendar to build in opportunities for reinforcing safety awareness among children mock drills etc.	Head teacher / Focal point teacher and SDMC	Quarterly
11.	Awareness programmes for children on local hazards and risk reduction for example through street plays, rallies, drawing competition, quiz competitions slogan writing.	Head teacher / Focal point teacher and SDMC	Monthly
12.	Regular Mock Drills and follow up of lessons on school safety : practical demonstration on the use of safety equipment, etc. including designation of School Safety Week / Day annually	Head teacher / Focal point teacher and SDMC	Monthly
13.	Conduct Safety Audits in school including fire safety and food safety (Mid-day meals in Panchayat area and clearance by fire department)	SDMC	Quarterly
14.	Review School Development Plans to identify unaddressed hazard and additional new hazards that emerge	SDMC	Quarterly
15.	Grievance redressal system in the form of a dropbox in each box	Head teacher / Focal point teacher and SDMC	On going
16.	Installation of display board at prominent places with display of all emergency nos. like childlne (1098), 100, 101, Contact number of DCPO	Head teacher / Focal point teacher and SDMC	On going
17.	Proper signage for different areas, entry and exit to be used in case of emergencies	Head teacher / Focal point teacher and SDMC	On going
18.	Fill School Safety Monitoring Indicator as available in Annexure and share with Assistant Director of Education Daman and Diu	Head Teacher	Monthly

5.4: School Safety Monitoring Checklist

School Details	School Principal

School Name ……………………….
 	
 School ID/ Number:-……………………
 	
 Year of Construction:-……………….
 	
 School Category
 	
    A. Pre- Primary (Anganwadi)
    B. Primary
    C. Secondary
    D. Higher Secondary
 	
 School Full Address:-
 ……………………………………………..
 …………………………………………..
 …………………………………………..
 …………………………………………….
	Name :-
	
	 Contact Details:-……………..
	
	    1. Office Number:- ……………….
	    2. Mobile Number:- ………………...
	    3. Email ID:-……………………

Signature of Principal / Headmaster Signature of SDMC Member Date :	Signature of Focal Point Teacher Signature of Focal Point Student

41