



NAGALAND DISASTER MANAGEMENT

SCHOOL SAFETY POLICY



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**SCHOOL
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POLICY
2019**

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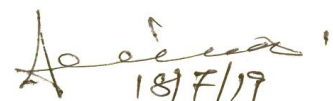


MESSAGE

Chief Minister, Nagaland

I am glad to learn that the Nagaland State Disaster Management Authority (NSDMA) in collaboration with Department of School Education (DSE) has prepared a comprehensive School Safety Policy with an ambition for safety of the school children and for Disaster Risk Reduction in the State. I fervently hope that policy guidelines will take the state towards stronger resilient society in the long run.

My heartiest congratulations and best wishes to everyone associated in bringing out the Nagaland Disaster Management School Safety Policy (NDMSSP).


18/7/19
(NEIPHIU RIO)



FOREWORD

Chief Secretary
Government of Nagaland
Nagaland : Kohima

The Nagaland State Disaster Management School Safety Policy has been prepared after a series of meetings and consultation of the initial drafts among the Members of Advisory committee, Working Committee and Sub-Committee for their expert review and inputs. I take this opportunity to express my deep appreciation to the commitment of officials of the Nagaland State Disaster Management Authority (NSDMA), Department of School Education (DSE) and the Teachers from various schools who extended their willing support and cooperation in preparing the policy.

I am confident that this policy will greatly facilitate in ensuring that the Schools across Nagaland are disaster resilient and adhere to the highest standards of safety. I appreciate the efforts made by the NSDMA and DSE and urge all the Schools to implement this policy effectively in the interest of safety of our children.

(TEMJEN TOY, IAS)

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GLOSSARY

1. AIDS	: <i>Acquired Immune Deficiency Virus</i>
2. AEO	: <i>Area Education Officer</i>
3. B3	: <i>Build Back Better</i>
4. CBSE	: <i>Central Board of Secondary Education</i>
5. CCTV	: <i>Closed Circuit Television</i>
6. COTPA	: <i>Cigarettes and Other Tobacco Products Act</i>
7. CPR	: <i>Cardiopulmonary Resuscitation</i>
8. CWSN	: <i>Children With Special Needs</i>
9. DDMA	: <i>District Disaster Management Authority</i>
10. DDMP	: <i>District Disaster Management Plan</i>
11. DEO	: <i>District Educational Officer</i>
12. DIET	: <i>District Institute of Education and Training</i>
13. DM	: <i>Disaster Management</i>
14. DMA	: <i>District Mission Authority</i>
15. DMP	: <i>Disaster Management Plan</i>
16. DOSE	: <i>Department of School Education</i>
17. DRM	: <i>Disaster Risk Management</i>
18. DRR	: <i>Disaster Risk Reduction</i>
19. EBRC	: <i>Educational Block Resource Centre</i>
20. EHS	: <i>Environmental, Health and Safety</i>
21. FPT	: <i>Focal Point Teacher</i>
22. HIV	: <i>Human Immunodeficiency Virus</i>
23. HRVA	: <i>Hazard Risk Vulnerability Assessment</i>
24. IEC	: <i>Information, Education & Communication</i>
25. IFC	: <i>International Finance Cooperation</i>
26. IT	: <i>Information Technology</i>
27. Kutcha	: <i>Built of mud brick</i>
28. LPG	: <i>Liquefied Petroleum Gas</i>
29. MCP	: <i>Motor Circuit Protector</i>
30. MD	: <i>Mission Director</i>
31. MDM	: <i>Mid Day Meal</i>
32. NBSE	: <i>Nagaland Board of School Education</i>
33. NCC	: <i>National Cadet Corps</i>
34. NDMA	: <i>National Disaster Management Authority</i>
35. NSDMA	: <i>Nagaland State Disaster Management Authority</i>
36. NDMSSP	: <i>Nagaland Disaster Management School Safety Policy</i>
37. NDRF	: <i>National Disaster Response Force</i>
38. NGO	: <i>Non- Government Organization</i>
39. NPDM	: <i>National Policy on Disaster Management</i>

40. NPE	: <i>National Policy on Education</i>
41. NSSP	: <i>National School Safety Policy/ Programme</i>
42. PIO	: <i>Public Information Officer</i>
43. POCSO	: <i>Protection Of Children from Sexual Offences</i>
44. PRI	: <i>Panchayati Raj institution</i>
45. PTA	: <i>Parent Teacher Association</i>
46. Pucca	: <i>Solid and permanent</i>
47. PWD	: <i>Public Work Department</i>
48. RCC	: <i>Reinforced Cement Concrete</i>
49. RMSA	: <i>Rashtriya Madhyamik Shiksha Abhiyan</i>
50. RTE	: <i>Right to Education</i>
51. RVS	: <i>Rapid Visual Screening</i>
52. S&R	: <i>Search & Rescue</i>
53. SCC	: <i>State Cadet Corps</i>
54. SCERT	: <i>State Council of Education Research and Training</i>
55. School DMP	: <i>School Disaster Management Plan</i>
56. SCTE	: <i>State College of Teacher Education</i>
57. SDEO	: <i>Sub-Divisional Education Officer</i>
58. SDMA	: <i>State Disaster Management Authority</i>
59. SDMC	: <i>School Disaster Management Committee</i>
60. SDMClub	: <i>School Disaster Management Club</i>
61. SDMP	: <i>State Disaster Management Plan</i>
62. SDMR	: <i>State Disaster Management Rules</i>
63. SDRF	: <i>State Disaster Response Force</i>
64. SEC	: <i>State Executive Committee</i>
65. SFRDD	: <i>Sendai Framework Disaster Risk Reduction</i>
66. SIEMAT	: <i>State Institution of Educational Management and Training</i>
67. SLECs	: <i>State Level Education Committees</i>
68. SMC	: <i>School Management Committee</i>
69. SOP	: <i>Standard Operating Procedure</i>
70. SSA	: <i>Sarva Shiksha Abhiyan</i>
71. SSG	: <i>State Scouts and Guides</i>
72. SPD	: <i>State Project Officer</i>
73. ToT	: <i>Training of Trainers</i>
74. UDISE	: <i>Unified District Information System for Education</i>
75. ULB	: <i>Urban Local Bodies</i>
76. UN	: <i>United Nations</i>
77. UNDP	: <i>United Nation Development Programme</i>
78. VDMA	: <i>Village Disaster Management Authority</i>
79. VEC	: <i>Village Education Committee</i>

EXECUTIVE SUMMARY

The Nagaland Disaster Management School Safety Policy stands for a vision of Nagaland, where all children and their teachers, and other stakeholders in the school community are safe from any kind of risks due to natural/manmade hazards. The Guidelines focus upon the urgent need to strengthen risk resilience of schools in rural as well as urban areas of the state. It is hoped that this document will be useful to ensure that all school children across the state remain safe from any kind of disaster, risk as they access their **Right to Education**.

The Guidelines highlight upon the following key elements:

- Addresses school safety in a more inclusive and holistic manner in the State policy sphere.
- Capacity building of children, teachers, school personnel, state and district education machinery on school safety and disaster preparedness.
- Anchoring /implementing child centered community based Disaster Risk Reduction (DRR) in the local context.
- Mainstreaming risk and safety education in the school curriculum.
- Linking school safety in the existing government schemes and policies.
- Strengthening coordination amongst institutional structures at the district, state, and national levels to promote effective child rights governance in disaster situations.

- **CHAPTER 1** Introduces the concept and examines the importance on school safety as placed in the various State policies and guidelines.
- **CHAPTER 2** Key challenges faced while addressing safety issues in schools, the core principles of school safety which have been kept in mind while formulating the said guidelines and the vision and objectives of the guidelines.
- **CHAPTER 3** Details of activities that need to be undertaken at the state, district and local levels to be able to address school safety in a holistic manner. This includes, school safety planning at designated levels, preparation of school Disaster Management (DM) plans, implementation of safety actions (structural and non –structural measures, capacity building of stakeholders, incorporation of school safety and disaster preparedness in core curriculum, monitoring of risk and mainstreaming of DRR in all the school education initiatives.
- **CHAPTER 4** Roles and responsibilities of the various stakeholders to ensure school safety at State, District and local levels.
- **CHAPTER 5** Highlights specific actions towards school safety that can be undertaken by different stakeholders within the existing framework for delivery of education.

SECTION 1

INTRODUCTION



C O N T E N T

- 1.1 Disasters as a critical threat to the well-being of Children
- 1.2 Understanding School Safety
- 1.3 State Policy Instruments
- 1.4 Scope of the Guidelines

SECTION 1

1.1 DISASTERS AS A CRITICAL THREAT TO THE WELL-BEING OF CHILDREN

Disasters' are defined as “a serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources”. Due to a range of factors, including age, physical ability, gender, health conditions and, dependency on care givers, many children are extremely vulnerable in the event of a disaster. Such events cause a serious disruption in their healthy growth and development as well as overall well-being. Experiences of fear, violence, separation from parents and caregivers, exploitation and abuse, are some of the key risks that children face. Moreover, the loss of livelihood of their families can lead to homelessness and extreme poverty. As with other infrastructure, schools are also exposed to disaster risk. Disasters have not only challenged the government and other stakeholders in providing access to education but also endangered the lives of children and those engaged in the pursuit of education.

There is enough evidence to reflect that the quality of school premises and existing capacities of the stakeholders have a bearing on a child's vulnerability to disaster risks. *Annexure-1 provides details on the number of lives lost and the extent of damage to school premises in some of the major disasters globally and nationally.*

Given the fact that children are expected to spend majority of their time at school, safe schools attain very high importance with a view to ensuring their safety and well being. Schools can be a safe haven for children that help them slowly move back to normalcy. Within the safe school premises, essential supplementary nutrition for children can be provided, along with safe water and sanitation facilities especially for adolescent girls and boys. Thus there is a global consensus that schools should be resumed at the earliest in the aftermath of a disaster.

1.2 UNDERSTANDING SCHOOL SAFETY

'School Safety' has been defined as the creation of safe environments for children starting from their homes to their schools and back. This includes safety from large-scale 'natural' hazards of geological/climatic origin, human-made risks, pandemics, violence as well as more frequent and smaller-scale fires, transportation and other related emergencies, and environmental threats that can adversely affect the lives of children. The concept has evolved over the last couple of decades as the threat to the physical well-being of children has become more visible both globally, nationally and in the state.

The Sendai Framework for Disaster Risk Reduction (SFDRR) 2015-2030 (Sendai Framework) is the first major agreement of the post-2015 development agenda, with seven targets and four priorities for action; Policies and practices for disaster risk management should be based on an understanding of disaster risk in all its dimensions of vulnerability, capacity, exposure of persons and assets, hazard characteristics and the environment as one of its first priority. It draws attention to school children, teachers with the aim of making the community at large more aware of the threat of hazards and become better prepared.

The concept of school safety in its current form includes safety issues both inside and outside the school. It includes issues of child protection and safety that look at all forms of violence and deprivation that affect the physical and mental wellbeing of children. As it stands today therefore, School Safety is a concept that encompasses “**the creation of safe environments for children starting from their homes to their schools and back.**”

1.3 NATIONAL POLICY INSTRUMENTS

Constitution of India: As per the Indian Constitution, access to education is a Fundamental Right of each child in the country

National Policy on Children (2013): The National Policy for Children reaffirms the Government's commitment to the realization of rights of all children in the country. It recognizes that “every person below the age of eighteen years as a child and that childhood is an integral part of life with a value of own, and long term, sustainable, multi-sectoral, integrated, and inclusive approach is necessary for the harmonious development and protection of our children”. The Policy has identified survival, health, nutrition, education, development, protection (including from emergencies/disasters) and participation as the undeniable rights of every child, and has also declared these as key priority areas.

National Disaster Management Act (2005): The National Disaster Management Act 2005 lays down the institutional, legal, financial and coordination mechanisms for Disaster Management (DM) at the national, state, district and local levels. Through the National Institute of Disaster Management, the Act envisages promotion of safety awareness among stakeholders including teachers and students.

National Policy on Disaster Management (NPDM), 2009: The National Policy on Disaster Management 2009 highlights the need for structural as well as non- structural safety in schools and educational institutions. In the chapter on Techno-legal Regime, in section 6.4.1, the Policy identifies school buildings as a national priority and enables provision for designing the school buildings/hostels with earthquake resilient features and equips them with appropriate fire safety measures. In the chapter on capacity development under section 10.2.2, the policy also emphasizes upon disaster management training in all educational institutions including schools. Section 10.5.1 makes a reference to the role of National Cadet Corps (NCC) and scouts and guides in schools and colleges for disaster management related work. Section 10.6.1 of NPDM discusses the introduction of subject of disaster management in the curriculum through the Central and State Boards of Secondary Education.

National Policy on Education (NPE) 1968, Revised in 1992, the National Policy on Education calls for a "Child-Centered approach" in primary education, but does not contain a specific reference to school safety or disaster risk issues of children.

Right to Education Act 2009: Right to Education (RTE) Act 2009 guarantees Free and Compulsory Education to all the children in the country till the age of 14. The Act sets minimum norms and standards with regard to location and quality of schools and in Clause

19, lays down that no school shall be established, or recognized unless it fulfills the norms and standards specified in the schedule. One of the key standards is in relation to access to “all weather buildings”; in “areas with difficult terrain, risk of landslides, floods, lack of roads and in general, danger for young children in the approach...the State Government/ Local Authority shall locate the school in such a manner as to avoid such dangers”. The Act lays down the formation of the School Management Committee for planning of infrastructure and other requirements with respect to operational functioning of schools. The School Development Plan, as laid out by the Act, spells out the physical requirements of additional infrastructure and equipment's to meet the norms spelt out in the schedule (in relation to all weather buildings). The RTE Rules provide detailed guidance on implementation of the Act on the ground.

The State Disaster Management Rules (SDMR) 2012 Nagaland: The Nagaland State Disaster Management Rules was notified on the 30th October 2012 as a basis for Disaster Risk Reduction Plans & Policies. In accordance to the State Disaster Management Rules Nagaland an institution of Disaster Management was established in pursuance to **Disaster Management Act 2005**.

The Nagaland State Disaster Management Plan (SDMP): In pursuance to the Nagaland State Disaster Management Rules section 13 and DM Act 2005 Section 23, the Nagaland State Disaster Management Plan was developed with multi prone approaches. The SDMP focuses on the history of disaster, Hazard Risk Vulnerability, Response and Rescue and with a strategy for 'Build Back Better'.

The District Disaster Management Plan (DDMP): In pursuance to the Nagaland State Disaster Management Rules section 21 and DM Act 2005 Section 31, the District Disaster Management Plan was developed to provide directions on actions to be taken towards, Risk Reduction, Response, Rescue and 'Build Back Better' (B3) at the District Level.

1.4 SCOPE OF THE GUIDELINES:

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

SECTION 2

STRATEGY

C O N T E N T

- 2.1 Vision
- 2.2 Key Challenges to Safe Schools
- 2.3 Approach
- 2.4 Objectives of the Policy

SECTION 2

2.1 VISION

The Nagaland Disaster Management School Safety Policy applies to all schools in the state – whether government, aided/un-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 Nagaland. The Guidelines stand for a vision of Nagaland where all children and their teachers, and other stakeholders in the school community are safe from any kind of preventable risks due to natural/man-made 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 State levels are at an evolving stage. Key challenges in implementation of school safety measures include:

- Lack of resources for School Disaster Management Kit for instance:
 - a. Fire extinguishers
 - b. First aid box
 - c. Torch
 - d. Thick rope
 - e. Ladders
 - f. Stretcher
 - g. Temporary Shelter (Tents & Tarpaulins)
 - h. Sand buckets
- Provision to purchase at a subsidize rate for the Schools.
- Regular Awareness Trainings.
- Provision for retrofitting of narrow stair case.
- Monitoring Committee for scrutinizing the subject for Disaster Management (DM) for different level of class.
- Limited convergence between the government and private institutions.
- Limited display of Emergency Contact numbers of the Emergency Departments in the schools.
- At the level of teachers and students, safety issues discussed and pursued as one of the off activities with limited understanding of the concept of Safety School in which timetable and curriculum need suitable modifications to make a safety understanding routine activity.
- Limited understanding of new school designs incorporate earthquake safety features in many areas; however floods, cyclones, landslides, Fire, Electrification have been given little attention in design and costing of schools.

The Nagaland Disaster Management School Safety Policy emphasizes on the need for active mainstreaming of Disaster risk reduction in all the school education initiatives in the state. In a collaborative approach between the State education departments and the State 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, allocation of Funds for creation of educational material/ purchase of equipments relating to disasters and monitoring of risk.

2.3 APPROACHES TO IMPLEMENTATION

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

- Formation of School Disaster Management Club (SDMC) in all the schools.
- To ensure continuity of the club a minimum financial allocation of Rs.3000/- be made by the concerned School Authority annually.
- A monitoring committee comprising of members from both Government & Private Schools be constituted to review the DM topics/Chapters for different level of classes.
- A committee headed by the head of the institution to oversee the planning, execution and monitoring in the school.

2.4 OBJECTIVES OF THE POLICY

The primary objective of the Nagaland Disaster Management School Safety Policy is to ensure the creation of safe learning environment for children. The Policy also seek to highlight specific actions towards school safety that can be undertaken by different stakeholders within the existing framework for delivery of education.

SECTION 3

STRENGTHENING SCHOOL SAFETY

C O N T E N T

- 3.1 Strengthening institutional commitment to safe learning environment for children
- 3.2 Planning for safety
- 3.3 Implementation of safety actions
- 3.4 Capacity building for safe schools
- 3.5 Regular monitoring of risk and revision of plan

SECTION 3

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 State, District and Local levels.

3.1.1 Institutional strengthening at the state and district level

The institutional and regulatory framework as laid down in the various National Acts provides for realizing the RTE as well as DM 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 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 landslides, 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-SSA has a strong focus on Disaster Management

The National Disaster Management Act, 2005 mandates the State Disaster Management Authorities (SDMA) to provide guidelines for different departments to integrate disaster prevention and mitigation measures in their development plans and provide necessary technical assistance thereof. The SDMA needs to work closely with the State Education Department to support the school safety efforts at the state level.

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

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

As a direct consequence of this institutional dovetailing / convergence, the state and district Disaster Management Plans (DMP) 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 (DEO) 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 Sub-Divisional Education Officer (SDEO) or any other official as appropriate, for over-seeing and facilitating school safety at the block level.

3.1.2 Institutional strengthening at the local level for preparedness and response

At the local level, both in rural as well as urban areas, the school community broadly includes children, school teachers, the Principal / Headmaster/ parents/ Village Education Committee (VEC)/School Disaster Managing Committee (SDMC). 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 well-being of children and teachers from a disaster safety perspective.

Under the SSA/RMSA, **the School Management Committee (SMC)** has been designated as the body responsible for managing the affairs of the school in a transparent and “bottom–up” participatory manner.

The School Disaster Management Committee (SDMC) needs to be made responsible for taking on the safety agenda at the community and school level. The School Disaster Management Committee needs to be sensitized and oriented on their expected role.

In order to strengthen the safety of the school at the local level, all schools both Govt. and private should have a club. The club should be categorized in different teams.

The SDMC 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 State Cadet Corps (SCC), State Scouts and Guides (SSG) camps, by the Red Cross or any other agency as deemed fit by the 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 School Education Department ensures that their department does the Annual Rapid Visual Screening (RVS) for all the schools both Govt. and Private
- The school should ensure that they are in contact with the available emergency department for the safety of the school.
- Sign board of emergency number in all the schools should be displayed.
- List of schools and the details of the infrastructure be indicated at the plan.
- The schools to give the detail information/resources of their school for DM plan.
- The schools include the Hazard Risk Vulnerability Assessment (HRVA) surrounding their schools in the School DM Plan.

3.2.2 Planning at the school level – inclusive and ongoing action

- Each school should have a DM plan
- The schools Disaster Management Committee along with the representatives of the stakeholders should follow the **Annexure 7 & 8** during the planning and action for the schools

3.2.3 School Disaster Management Plan (School DMP)

Schools should also develop a School Disaster Management Plan (School DMP) defining procedures to confine, contain, consolidate and control the emergency and crisis, with inputs from DDMA.

This plan should include among other aspects, system of warnings, communication protocols within and outside the school (including usage of public addressable system), identification of evacuation routes, access by emergency vehicles and care of children with special needs. The School DMP should also include 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 should be included in the plan, designating planned evacuation routes and assembly areas. The same should be displayed on each floor of the school. A copy of the

plot map and floor plan for each school with these details should be submitted to the District Disaster Management Authority (DDMA) for inclusion in the District Disaster Management Plan (DDMP).

3.3 IMPLEMENTATION OF SAFETY ACTIONS

3.3.1 Appropriate Location, Design and detailing for structural safety in new schools and repairing of existing schools

All existing as well as new schools need to conform to safety standards as per the National Building Code. In addition, any other norms prescribed by the state government need to be adhered to. **(Refer Annexure 6)**

Some of these actions are given below:

- New schools should be located, on a site that has adequate mitigation measures already in place against any imminent natural hazards. Existing schools located in a vulnerable location should either be relocated at a safer site or they should be provided adequate support to mitigate the effect of any natural hazards that may affect the area.
- All new school constructions should include disaster resilient features. Existing vulnerable schools need to be repaired to the desired level of resilience with regard to local disaster risks.
- The engineering wing from the Department of School Education certifies the design that has to be adopted for the safety and child friendly features following the Building Code of 2005 and **Annexure 6**.

3.3.2 Nonstructural safety measures in schools

Besides structural safety measures, non structural elements within the school campus need to be 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:

AREA	ITEM	STATUS (SAFE/UNSAFE)	ACTION TO BE TAKEN
School premises & properties/ Classroom/ Staff Room/ Principal Room	Almirahs		
	Shelves		
	Black/White boards		
	Ceiling		
	Fans		
	Coolers		
	Water tanks		
	Electrification: Loose wires/ Over Head High Tension wires/ Electrical Post/Transformers		
	Chemical & hazardous materials		
	Corridors and evacuation routes, staircases and ramps		
	Pots /planters for smooth evacuation		
	Harmful animals or pests		
	Derelict and unused building, rubble		
	Traffic movement outside the school to minimize risk		
	Excursion & outing location		
	Maintenance of school Buses & vehicles to avoid risk		
	Training of Drivers of school vehicles & buses on speed limits, stoppage and crisis management.		
	Regular maintenance and procurement of emergency equipment such as fire extinguishers, first aid kits, ropes, etc.		

- All items of furniture such as almirahs, 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. need to be secured to the walls or floor.
- Any electrical items such as loose wires that may cause an exigency should be addressed promptly by the school.
- Chemical and any hazardous materials in the school laboratory should be 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 should be kept free from any hurdles and barriers so that evacuation is smooth and swift.
- Pots / planters in the play ground or corridors should be kept in a manner that does not affect smooth evacuation
- Any derelict or unused building, rubble, etc. should be removed to prevent any harmful animals or pests from accessing children.
- Traffic movement outside the school should be managed to minimize risk to students at the time of assembling and dispersal of school.
- During excursions, schools should carefully choose the location of excursion and the itinerary so that exposure to hazard is minimized. Extra precautions should be 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 Preventive and Safety measures

Fire Preventive and Safety Measures should be part of initial school design, and also require regular maintenance and testing. The following must be ensured:

- 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 (Source: Adapted from IFC EHS Guidelines)

3.3.3 Leveraging existing flagship programmes to make school campus safer.

The Govt. and Private institutions should make sure that the School observes the world '**Disaster Risk Reduction Day**' i.e. **13th October** in participation on Disaster preparedness activities.

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:

The SDMC and SDMClub should be trained in relation to any emergency for strengthening and 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 counseling and support following a disaster; and
- f. Updates in the DM plan that affect the total population of the school.

These trainings are necessary for preparation and regular updating of school level DM 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, street plays, drawing competitions, quiz competitions, essay/ slogan writing and demonstration are proven ways of involving children in a meaningful manner. In addition, rallies, games/matches and other community level activities may be organized with inputs from DDMA/SDMA to make children as well as the larger community aware.

3.4.2 Specialized training and skill building:

ACTIVITIES	WHOM TO TRAIN	BY WHOM	FREQUENCY OF TRAINING	STATUS/REMARK OF THE TRAINING

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

- Specific duties and procedures assigned to students, faculty and staff as part of the School DMP e.g. first aid training, search and rescue etc.
- Coordination of the school safety needs assessment and integration of these needs with the School Development Plan by School Safety Focal Point Teacher (FPT) and Head of the institution.
- Psycho-social support for students who can benefit from counseling, 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. State Government need to establish a formal mechanism such as a Joint Plan of Action with specialized agencies such as SDRF and the Red Cross. SDMA needs to involve SDRF in training of Education Officer, SDMC, FPTs and student peer educators on practical skills such as search and rescue, first aid, basic - life support etc.

Besides the School Safety FPTs, all other teachers should be sensitized through the SDMA/DDMA. In addition, District Institutes of Education and Training (DIETs) should also include school safety as part of their pre-service and in-service training programmes.

School Safety FPTs need to be provided training on school safety concept and various activities related to execution of their responsibilities as the School Safety FPTs. SDMA should train Master Trainers from the State Council for Education and Training (SCERT), District Institute of Education and Training (DIET), Nagaland Board of School Education (NBSE) and Educational Block Resource Centers (EBRC) and Master Trainers of each SCERT, DIET, NBSE, EBRC and Private Institutions should in turn impart training to school level stakeholders.

The content for training on school safety at all levels should be generated by SCERT and NBSE in consultation with SDMA/DDMA. In addition, SCERT and NBSE need to develop child friendly teaching material for teachers and students to engage them on school safety issues.

The SDMC needs to be trained on assessment of safety needs, developing plans as well as safety audit which need to be 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 Committee.

On their part, Central Board of Secondary Education (CBSE), SCERT, and other institutions involved in curriculum development need to include age appropriate theoretical as well as practical knowledge on risk of disasters, nationally and specifically about their own state.

Practical training on health promotion and disease prevention concepts and health-enhancing behaviors and life skills is important.

List of Trainings required for promotion of school safety is available in Annexure - 3

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 Nagaland Disaster Management School Safety Policy at the State level needs to be monitored jointly by Department of School Education and SDMA. At the District level, implementation of the Guidelines needs to be monitored by DEO and DDMA.

SSA/RMSA Framework offers broad guidelines on provisioning of School Infrastructure facilities. Therefore, suitable indicators to monitor disaster risk to children may be developed/ monitored by the State Government based on their specific conditions in assistance with Department of School Education/SDMAs.

The education machinery at State/district level needs to strengthen their efforts at promoting school safety for aided/ unaided 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 DEO 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, each district should designate the DEO or any other official as appropriate, 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 DMP are reviewed and updated regularly by SDMC on half yearly basis. There could be cases of unaddressed hazards and additional new hazards that emerge in the course of the implementation of the School DMP. These will be integrated into the School DMP through the process of review and updation. 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 STAKEHOLDERS

C O N T E N T

- 4.1 State Disaster Management Authority (SDMAs)
- 4.2 District Disaster Management Authorities (DDMAs)
- 4.3 The State Level Education Committee
- 4.4 District and Sub-Divisional Education Committee
- 4.5 SCERT/DIETs
- 4.6 School Administration
- 4.7 VDMA/VEC and Line Departments
- 4.8 School Children
- 4.9 Non-Governmental Organization (Local, Regional and International)
- 4.10 Corporate bodies
- 4.11 Media

SECTION 4

Right of school children to a safe learning environment cannot be upheld by only one institution. The Nagaland Disaster Management School Safety Policy reinforces that DM 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 STATE DISASTER MANAGEMENT AUTHORITY (SDMA):

OBJECTIVE/WORK AREA	ACTION TO BE TAKEN	STATUS
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 State Mission Director of SSA/RMSA and / any other officials / NGOs / Private institutions as part of the State Executive Committee (SEC) of the SDMA	Inclusion of Principal Secretary, Department of School Education (DOSE) as a member of State Executive Committee (SEC).	Co-opted
Ensure that school safety is given due attention in the School DMP	During the preparation of School DMP, a chapter for School Safety should be included.	Ensured
Collaborate with and provide training inputs to Department of integration School Education for of DRR education in formal curriculum of schools.	In collaboration with the DOSE, SDMA will provide necessary trainings on DM as per the training calendar of the School Education Department/ SCERT/NBSE	To be implemented yearly
Collaborate with and provide training inputs to Department of Education for training of School School Safety FPTs and SDMC members to lead school safety efforts in their respective schools.	The SDMA impart training to the DOSE /SCERT/DIET and in continuation the SCERT/DIET trains the ToTs/FPTs	To be implemented yearly

4.2 DISTRICT DISASTER MANAGEMENT AUTHORITIES (DDMA):

OBJECTIVES/WORK AREA	ACTION TO BE TAKEN	STATUS
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 DEO and / any other officials / NGOs / Private institutions as part of the DDMA.	The Chairman DDMA includes the DEO as the DDMA member.	Co-opted
DDMAs need to make sure that school safety is given due attention in the DDMPs.	During the preparation of DDMP, a chapter for School Safety should be included.	Ensured
Collaborate with and provide training inputs to Department of School Education for training of School Safety FPTs and SDMC members to lead school safety efforts in their respective schools.	The DDMA conducts training to the DIET/EBRC and in continuation the DIET/EBRC trains the ToTs/FPTs/students for both Govt. & Private Institutions.	To be implemented yearly
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	The DDMA ensures that the District Advisory Committee for School Safety implements the Nagaland Disaster Management School Safety Policy(NDMSSP). As in Annexure -6.	Yearly
Facilitate specialized training in schools for teachers and peer educators.	The DDMA imparts training to the DIET/EBRC and in continuation the DIET/EBRC trains the ToTs/FPTs/students of both the Govt. & private institution.	Yearly
Include issues of school safety –in the DDMPs.	During the preparation of DDMP, a chapter for School Safety should be included.	Ensured
Conduct periodic mock drills at the district level actively	The DDMA ensures that the DEO monitors the periodic conduct of Mock Drill in all the schools	Half Yearly

4.3 THE STATE LEVEL EDUCATION COMMITTEE (SLEC):

OBJECTIVES/WORK AREA	ACTION TO BE TAKEN	STATUS
Ensuring the safety of school children and thereof actively engage with SDMAs in seeking collaboration and technical solutions for promoting safety.	The SLEC shall ensure effective implementation of the NDMSSP.	On going
Develop strategies, policies and regulations for ensuring that all new schools/ classrooms being constructed are disaster resilient and child friendly.	The SLEC should ensure that the DOSE effectively follow the NDMSSP and enforce building code of 2005 as per Annexure –6 .	For all the New Schools to be constructed. (Both for Private & Govt.)
Allocate resources, periodic repair of schools to make them disaster risk resilient and child friendly.	SLEC	Annual review
Incorporate DRR in teacher training programme across institutes.	The SLEC ensures that DOSE/SCERT have yearly training calendar abiding the NDMSSP	Yearly
Instruct School Education Department/SCERT/DIET to meaningfully Educate children/Teachers not only on issues of disaster but on overall ‘safety’ as well.	The SLEC ensures that the DOSE/SCERT follows the NDMSSP.	Half Yearly
Include indicators related to ‘school safety’ in the monitoring formats of all schemes and programmes like Learning Enhancement programme.	The SLEC ensures that the DOSE/SCERT follows the NDMSSP	Yearly
Work with other departments to ensure that their resources when applied in and around educational institutions are designed with a ‘safety’ lens.	The State Level Education Committee ensures that the State Disaster Management Authority (SDMA) imparts training to the DOSE /SCERT/DIET and in continuation the SCERT/ DIET/DOSE trains the ToTs/FPTs (both Govt. & Private)	Yearly

Instruct the State Disaster Management Authority (SDMA) imparts training to train Master Trainers from each District Institute of Education and Training (DIETs)/ToTs of private institution for training of teachers and students to engage them on school safety issues; Master Trainers of each DIET would in turn impart training to resource persons/ teachers of their respective districts.	The SLEC ensures that the State Disaster Management Authority (SDMA) imparts training to the DOSE/SCERT/DIET and in continuation the SCERT/ DIET/DOSE trains the ToTs/FPTs (both Govt. & Private)	Yearly
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4.4 DISTRICT AND SUB-DIVISIONAL EDUCATION COMMITTEE:

OBJECTIVES/WORK AREA	ACTION TO BE TAKEN	STATUS
Accept responsibility for ensuring the safety of school children and therefore actively engage with DDMA in seeking collaboration and technical solutions for promoting safety.	The DEO ensures that the Guidelines given by the District Advisory Committee be implemented as per the NDMSSP	Yearly
Engage with DDMA 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.	The DEO submits report of the School Safety to DDMA for inclusion in DDMP	Yearly
Reinforce the responsibility of school management to take prevention, mitigation, preparedness and response actions with regard to safety of children and teachers.	The DEO ensures that the SDMC adheres with the NDMSSP	Half Yearly

Implement strategies, policies and regulations for ensuring that all new schools/ classrooms being constructed are disaster resilient and child friendly.	The DEO should ensure that the New School constructions are as per NDMSSP as per Annexure –6 (both Govt. & Private)	Yearly
Propose resources for retrofitting of schools to make them disaster risk resilient and child friendly.	The District Advisory Committee Proposes for the allocation of resources to the State Advisory Committee.	As per the provision available.
Instruct SCERT to include 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.	The SDMA imparts training to the DOSE/DIET/EBRC and in continuation the DIET/EBRC/DOSE trains the ToTs/FPTs (both Govt. & Private)	Yearly
Grant authorization 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.	The DEO shall not give Recommendation for Opening/Construction of new schools/school buildings that do not Abide by the Building Code 2005 as per Annexure –6 of the NDMSSP.	As and when proposal are received for new school.
Facilitate training of Master Trainers from each DIET for training of teachers and students to engage them on school safety issues	The DEO ensures that all the teachers are trained on school safety issues. (both Govt. & Private)	Quarterly

4.5 SCERT/DIETs:

OBJECTIVES/WORK AREA	ACTION TO BE TAKEN	STATUS
School safety agenda at the school : Acknowledge that safety is an important issue that requires sensitization and training of teachers	The SCERT/DIET ensures that their trainings comply with the NDMSSP.	As per their calendar
Develop interesting modules for training of teachers on issues of disaster risk and how it can be mitigated. These need to be integrated in the ongoing programmes pertaining to training of trainers and teachers.		
Develop child friendly and intellectually stimulating content on the issue of disaster risk for inclusion in the curriculum.	The SCERT/DIET ensures that they comply with the NDMSSP while revising the school curriculum from time to time.	As per their revision calendar
Train school safety focal point teachers	The SDMA imparts training to the SCERT/DIET and in continuation the SCERT/DIET trains the ToTs/FPTs. (both Govt. & Private)	Yearly
Develop modules for training of peer trainers at the school level	The SCERT/DIET coordinates with SDMA for the preparation of the Training Modules.	As and when the preparation is done.
DEO/(SDEO) to orient teachers and Principals on issues of school safety	DEO in coordination with DDMA ensures to train the SDEOs and the SDMC and SDMClub are trained on school safety issues.	Yearly
Ensure that the school authorities create space in the school curriculum and timetable for disaster risk reduction training and education in all the classes.	DEO ensures that the School Disaster Management Committee follows the NDMSSP.	Complied

Ensure that schools allocate time for follow up actions on school safety at least once a week.	DEO ensures that the SDMC follows the NDMSSP.	Quarterly
Include indicators on safety as part of routine monitoring	DEO ensures that the SDMC follows the NDMSSP.	Quarterly
Support schools to include safety issues in the School Development Plans.	The SDMC follows the NDMSSP.	Yearly
Promote cross-learning between schools with regard to their initiatives for promoting safety.	The DEO ensures to organize cross-learning between schools with regard to their initiatives for promoting safety.	Yearly

4.6 SCHOOL ADMINISTRATION:

OBJECTIVES/WORK AREA	ACTION TO BE TAKEN	STATUS
Allocate time for weekly knowledge and life-skill building activities.	SDMC ensures weekly knowledge and life-skill building activities.	Once in a week
Incorporate school safety issues in the school development plan	SDMC in coordination with the SDMClub Incorporate school safety issues in the school development plan	Yearly
Ensure that teachers and non-teaching staff receive appropriate training in disaster risk reduction	SDMC ensures that trainings are imparted in coordination with the DEO	Yearly
Involve Village Disaster management Authority (VDMA) /Village Education Committee (VEC) and line departments in safety planning exercises.	The SDMC and the SDMClub follows the NDMSSP in coordination with the VDMA/VEC	Yearly
Ensure that relevant norms and standards for school safety are applied in their own school building and functions.	The SDMC follows the NDMSSP	Yearly

Ensure active and equitable participation of school community, including children and elected representatives for preparing and implementing School Disaster Management Plans.	The SDMC and the SDMClub follows the NDMSSP while preparing for the School DMP.	Yearly
Deploy appropriate strategies to encourage and support children to participate in spreading disaster risk reduction knowledge to families and communities.	The SDMC and SDMClub observes the World DRR Day ie, 13 th of October	Once a year
The School Administration ensures Mock drills on Disaster Preparedness.	The SDMC and the SDMClub ensures to conduct Mock drills on Disaster Preparedness	Half Yearly

4.7 VDMA/VEC AND LINE DEPARTMENTS:

OBJECTIVES/WORK AREA	ACTION TO BE TAKEN	STATUS
Effectively participate in the school safety planning exercises	The DEO ensures that the SDMC, SDMClub and VDMA/VEC active participates.	Yearly
Ensure that all infrastructure and installations routed through them for schools and even outside are resilient to local disasters.	The SDMC and SDMClub follows the NDMSSP	Yearly

4.8 SCHOOL CHILDREN:

OBJECTIVES/WORK AREA	ACTION TO BE TAKEN	STATUS
Enthusiastically participate in and learn DRR principles and practices being taught in school and outside	The SDMC and SDMClub ensures in sensitization of the NDMSSP.	On going
Take cognizance of disaster risks in their own community and actively seek solutions to reduce them	The SDMC and SDMClub ensures in sensitization of the NDMSSP.	On going
Participate in preparing and implementing School DMPs	The SDMC and SDMClub ensures in implementing the NDMSSP while preparing School DMP.	Yearly

Participate in mock-drills and appropriate response strategies available in school or community	The SDMC and SDMClub ensures that active participation is implemented by including even the VDMAs/VEC	Yearly
Actively spread the knowledge on DRR acquired in school to your families and communities	The SDMC and SDMClub ensures in sensitization of the NDMSSP	On going

4.9 NON-GOVERNMENTAL ORGANIZATION (LOCAL, REGIONAL AND INTERNATIONAL):

OBJECTIVES/WORK AREA	ACTION TO BE TAKEN	STATUS
Sensitize policy makers on the need for school safety and advocate for a systemic commitment to safety.	The SDMC and SDMClub ensures involvement in sensitization of the NDMSSP	On going
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.	The SDMC and SDMClub in coordination with the DEO and DDMA undergo the training for School Safety preparedness.	Yearly
Collaborate with academic/scientific/research institutions and experts for development and delivery of training programs and research on new and innovative approaches.	The SDMC and SDMClub in coordination with the DEO and DDMA undergo the training for School Safety preparedness.	Yearly
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.	The SDMC and SDMClub in coordination with the DEO and DDMA undergo the training for School Safety preparedness	Yearly
Undertake responsibility of orienting and educating the larger donor community and policy-makers on issues of school safety and disaster risk reduction.	The SDMC and SDMClub ensures involvement in sensitization of the NDMSSP	

4.10 CORPORATE BODIES:

OBJECTIVES/WORK AREA	ACTION TO BE TAKEN	STATUS
Support for promoting school safety through various activities such as construction of safe schools, repairing of existing schools, awareness creation on safety, capacity building of students and teachers etc.	The SDMC in coordination with the DEO and DDMA shall explore avenues under Corporate Social Responsibilities	Yearly

4.11 MEDIA:

OBJECTIVES/WORK AREA	ACTION TO BE TAKEN	STATUS
Participate in training on DRR issues and approaches	The SDMA/DOSE involves the Media during the training on DRR issues and approaches	As on when it is initiated
Take a lead in building the necessary momentum on school safety through adequate coverage of issues and solutions.	The SDMA/DOSE ensures the involvement of the Media House for adequate coverage's.	On going
Participate in the development, refinement and implementation of code of conduct for disaster reporting, especially with respect to children and schools.	The SDMA/DDMA/DOSE ensures that no publication in regard to children and schools are published without the consensus of the concern authority	On going

SECTION 5

ACTION POINTS FOR STAKEHOLDERS



C O N T E N T

- 5.1 State Level
- 5.2 District Level
- 5.3 School Level
- 5.4 School Safety Monitoring Check list

SECTION 5

Concerted actions at 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 STATE LEVEL:

OBJECTIVE/ WORK AREA	ACTION (HOW)	WHEN / FREQUENCY/ TIME FRAME	RESPONSIBILITY	STATUS
1. Strengthening Institutional Commitment to Safe Learning Environment for Children				
I. Co-opt senior officials of the DOSE at the state level as part of SDMA	Inclusion of Minister of School Education as SDMA member	Immediate	SDMA	To co-opt
ii. Review and work closely with the DOSE at the state level to support the school safety efforts of the department.	A State Level Advisory Committee and a State Level Working Committee have been notified on the 8 th of June 2018.	Half -Yearly	SDMA / DOSE	NDMSSP been framed to be adopted.
iii. Form a School Safety Advisory Committee at the state level to advise the DOSE on the subject.				
iv. Focus on educational infrastructure and supportive action thereof, within SDMP	The State Level Advisory Committee ensures DOSE submits the status report for necessary action.	Yearly	SDMA development a format Performa for infrastructure and supportive action /DOSE shall furnish the information of the school	Ensured
v. Advise DDMA's to constitute Advisory Committee on School Safety at the district level	The SDMA has notified the DDMA for the constitution	Immediate	SDMA	Constituted
2. Planning For Safety				
I. Prepare district-wise inventory of schools to be made safer	DEO submits the report to the DDMA	Yearly	SDMA / DOSE	Ensured
ii. Mainstream DRR related works under SSA/RMSA	The State Level Advisory Committee ensures that the NDMSSP are being complied	Yearly	State Mission Direct-SSA/ RMSA	Ensured

iii. Ensure school safety concerns are included in the SDMP	The SDMA ensures that the School Safety is included.	Yearly	SDMA / DOSE	Ensured
iv. Review DDMP to make sure school safety is given due attention	SDMA/DDMA reviews the plan submitted by the DEO	Yearly	SDMA	On going
3. Implementation Of Safety Actions				
i. Appoint a panel of technical agencies to advise schools on local adaptations in school design and state norms on school safety	A State Level Advisory Committee shall empanel private firms.	Yearly	SDMA / Department of Education	On going
4. Capacity Building For School Safety				
I. Develop Action plan with Health Department, SDRF / Red Cross for training for students and school staff, on different natural hazards relevant to the state / district, dos and don'ts of different disasters, first aid etc.	The State Advisory Committee ensures that the NDMSSP are being developed	Yearly	SDMA / DOSE	On going
ii. Develop child friendly IEC material in the vernacular medium for developing the understanding of children on various hazards and dos and don'ts of response	The State Advisory Committee ensures that the IEC Material are developed child friendly	Yearly / depending on the calendar of modification	SDMA / DOSE	Ensured
iii. Develop child friendly teaching material for teachers and students to engage them on school safety issues.				
iv. Conduct Training of Resource persons/ Teachers at the school level on school safety concepts and processes	The State Advisory Committee ensures that the Trainings are conducted.	Yearly	SDMA / DOSE /SERT/DIET/ EBRC/DIET	Ongoing (Mithun Caravan)
v. Conduct Training of Resource persons/ Teachers on psycho-social support for children affected by disasters				Ensured
5. Monitoring School Safety				
I. Monitor Implementation of NDMSSP at the state level	The State Advisory Committee ensures that the NDMSSP is implemented	Yearly	SDMA & DOSE	Ensured

5.2 DISTRICT LEVEL:

ACTION	BY WHOM	WHEN / FREQUENCY
1. Strengthening institutional commitment to safe learning environment for children		
i. Co-opt senior officials of the DOSE at the district level as part of DDMA	DDMA Chairman Includes DEO as DDMA member.	Completed
ii. Ensure District Disaster Management Plans include a focus on educational infrastructure and supportive action thereof, within the district	DDMA Chairman ensures that the DEOs submit the report to be included in the DDMP.	Yearly
iii. Constitute a school safety advisory committee at the district level	DDMA Chairman constitutes a District Advisory Committee for School Safety Policy.	Immediate
iv. Establish a mechanism 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.	The District Advisory Committee monitors the safety parameters are been implemented.	Yearly
2. Planning for safety		
i. Ensure school safety concerns are included in the DDMP	The District Advisory Committee ensures that the DEO submits the report for school safety to be included in the DDMP.	Yearly
ii. Prepare design of child friendly spaces for emergencies in advance	The District Advisory Committee ensures that the schools prepare design of child friendly space for emergencies in advance.	Yearly
iii. Ensure all new schools include safety features	The District Advisory Committee ensures that new schools include safety features	As and when required
iv. Prepare block-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)	The District Advisory Committee ensures that the RVS are done through DOSE .	Yearly
3. Implementation of safety actions		
i. Appoint technical agencies to advise schools on local adaptations in school design based on local conditions, in line with national and state norms on school safety	The District Advisory Committee ensures, that DOSE provide technical inputs to the DEO .	Immediate



ii. Ensure that all existing as well as new schools conform to safety standards as per the National Building Code. In addition, any other norms prescribed by the state government need to be adhered to.	The District Advisory Committee ensures that the NDMSSP are been implemented	Immediate
iii. 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 state.	The District Advisory Committee ensures that the DEO Complies with the norms.	Immediate
iv. Review progress on non-structural safety measures in schools	The District Advisory Committee ensures that the DEO implement the NDMSSP	Immediate
4. Capacity building for school safety		
I. Training of all teachers / designates of the school	The District Advisory Committee ensures that the training are been imparted to DIET/EBRC and then they train the Teachers.	Yearly
ii. DIETs /EBRC should also directly train teachers on safety aspects as part of their pre-service and in-service training programmes.	The District Advisory Committee ensures that the training are been imparted to Teachers.	Yearly
iii. Train school safety focal point teachers on school safety concept and various activities related to execution of their responsibilities as the school safety focal point teachers.	The District Advisory Committee ensures that the training is been imparted to Teachers by DIET/EBRC. DDMA/DIET	Yearly
iv. Training of teachers on psycho-social support for children affected by disasters		As and when required
v. 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		Yearly
5. Monitoring school safety		
i. Evolve a mechanism 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.	The District Advisory Committee ensures that the DEO monitors the safety parameters.	Half Yearly

ii. Issue instructions to SDEO or any other official as appropriate, for overseeing and facilitating school safety at the block level.	DEO ensures that the SDEOs oversee and facilitate the schools at their block level.	on-going
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5.3 SCHOOL LEVEL:

ACTION	BY WHOM	WHEN/FREQUENCY
1. Strengthening institutional commitment to safe learning environment for children		
i. Mobilize local community and the school to effectively participate in school safety actions through meetings, rallies etc. and to ensure dedicated planning and action.	The DEO ensures that all the SDMC implements the NDMSSP.	Ongoing/ as and when required
ii. Designate a school safety FPT to operationally anchor safety related actions at the school level as part of his / her routine commitments in the school.	The DEO ensures that Head of the institutions designates FPT	Immediate,
iii. Identify and develop a cadre 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.	The Head of the institutions ensures that the School safety FPTs are aware of the disaster preparedness procedures.	Yearly
iv. Establish inclusive mechanisms to address issues in relation to school expansion and development, fire drills, power outage, early dismissals for weather events, health and safety concerns, trespassers or road/bus accidents.	The Head of the Institution plan out in coordination with the DDMA.	Half Yearly
2. Planning for safety		
I. Conduct a detailed assessment of needs from a safety perspective for inclusion in the School DMP	The Head of the institution ensures that the SDMClub submit the report.	Yearly
ii. Ensure participation of children, SDMC, PRIs / ULBs and any other relevant stakeholders in the assessment of needs exercise	The DEO ensures that the SDMC/SDMClub participate in all the DM activities.	Yearly
iii. Ensure inclusion of School safety aspects (structural and non-structural) in the School DMP	The DEO ensures that the SDMC/SDMClub includes both Structural/non Structural in their School DMP.	Yearly
iv. Regularly monitor risk and update plan	The DEO ensures for the updation of School DMP.	Yearly

v. Develop an Emergency Response Plan for the school (including evacuation procedures, handling of chemicals in the laboratory, stock-piling of emergency equipment and materials etc.)	The Head of the institutions ensures that the SDMC/SDMClub follow the NDMSSP for the preparation.	Yearly
3. Implementation of safety actions		
i. 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 etc.	The DEO ensures that the SDMC/SDMClub follow the NDMSSP for the preparation	Yearly
ii. Share components of the school development plan that can be included in the Village council/ panchayat plans and follow up with the relevant departments along with the PRIS / ULBs	The DDMA ensures that the NDMSSP be also discussed during the preparation of Village Council/Panchayat plans.	Yearly
iii. Amend the time table and school calendar to build in opportunities for reinforcing safety awareness among children, mock drills etc.	The DEO ensures that the SDMC/SDMClub follow the NDMSSP	Yearly
4. Capacity building for school safety		
i. Identify training needs of students and teachers with regard to school safety	The DEO ensures that the SDMC/SDMClub follow the NDMSSP.	Yearly
ACTION	BY WHOM	WHEN/FREQUENCY
ii. Awareness programmes for children on local hazards and risk reduction for example through street plays, rallies, drawing competition, quiz competitions, slogan writing	The District Advisory Committee organizes Awareness programmes	Yearly
iii. 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 Day /DRR Day annually	The District Advisory Committee ensures that all the Schools/institutions do the requisite mock drills.	Yearly
iv. Training of SDMC on assessment of safety needs, developing plans as well as safety audit	The District Advisory Committee ensures that all the Schools/institutions follow the NDMSSP	Yearly
v. Training of peer educators on dos and don'ts of disasters, mock drills etc	The District Advisory Committee ensures that the training are been imparted to DIET/EBRC and they in turn train the Teachers	Yearly

5. Monitoring school safety		
I. Conduct Safety Audits in school including fire safety and food safety (mid-day meals in rural schools and clearance by fire authorities)	The District Advisory Committee ensures that the DEOs conduct the Safety Audits as per the NDMSSP	Quarterly
ii. Review School Development Plans to identify unaddressed hazards and additional new hazards that emerge	The DEO ensures that the SDMC/ Head of the institution, Review School DMP to identify unaddressed hazards and additional new hazards that emerge to be submitted to the district advisory committee.	Yearly

5.4 SCHOOL SAFETY MONITORING CHECK LIST

School Safety Monitoring Checklist : Nagaland

SCHOOL DETAILS	HEAD OF THE INSTITUTION
School name: _____ School UDISE Code: _____ Year of construction: _____ School Category • A- Pre- Primary (Anganwadi) • B- Primary • C- Middle School • D- High School • E- Higher Secondary School Address: _____ Village name: _____ Subdivision/Town name: _____ District name: _____	Name: _____ Contact Details: 1. Office number _____ 2. Mobile Number _____ 3. Email ID _____
Signature of Head of Institution	Signature of Focal Point Teacher (SDM Club)
Signature of SDMC Member	Date:-

SI	OBJECTIVES/ WORK AREA	ACTION	INDICATORS	STATUS Yes/No	REMARKS
1	I. DISASTER RISK REDUCTION	1.1 School Prepares for disaster Risk Reduction	The School has updated School Disaster Management Plan (SDMP)		
2			School has designated Nodal person to carry out DM activities		
3			The School has basic guidelines and Standard Operating Procedure (SOP) in case of disaster		
4			The Schools has displayed vulnerability maps/Emergency Evacuation maps		
5			The Water, Sanitation and Hygiene is included in SDMP		
6			The School level disaster prevention and response teams are constituted		
7			The Emergency contact numbers and relevant number of Child Protection services (E.g. CHILDLINE, Police, etc) are available to teachers and students as well as are displayed		
8			Availability of First Aid Kits in the school		
9			Availability of Fire Extinguisher (within expiry date) in the school along with adequate supply of water and sand for fire- fighting purpose		

10			The Teachers, students, and staffs are oriented and sensitized on DRR		
11			The School conducts regular (mock-drills, early warning exercises etc.)		
12			There are sign boards and speed breakers on approach roads to schools.		
13			The School prepare alternative learning spaces which is safe and secure		
14		1.2 School Infrastructure is safe	The Building is built as per prevailing norms		
15			The School have adequate emergency exits with signage		
16			Any electrical items such as loose wire that may cause an exigency are addressed		
17			The Buildings are kept free from inflammable and toxic materials		
18			SDMC conducts annual safety audit of physical safety and hazards in school.		
19			There are boundary walls/permanent fencing plantation or a gate with lock		
20			Main and exit gates are monitored		
21			Non-Structural mitigation measures are taken in libraries, laboratories, offices		

22			Parapet and balconies have appropriate height railing		
23			Generators and transformer are kept in safe areas, away from classrooms		
24			School is far from Industrial areas, harmful chemical exposure etc		
25			There are no open ground water tanks, bore well, digwell, pits in the school campus		
26			Whether there are fire alarms and smoke alarms at different places?		
27			Whether the protocols to be followed in the case of emergency have been displayed at different places in the school		
28			If possible, the school building is safe against terrorist and wild animal attack?		
29			1.3 Awareness/ Training Programmes	Life skills (First Aid, Search & Rescue (S&R), Swimming) Training is imparted to teachers and students	
30	SDMC is involved in DRR programmes				
31	Children and teachers are sensitized in Risk and Hazards				
32	School promotes Psycho-Social Counselling sessions				

	II. SAFE SCHOOL FACILITIES AND SCHOOL ENVIRONMENT	SCHOOL FACILITIES IS SAFE AND HEALTHY			
		2.1 Classrooms are safe and children friendly (all or at least 5 rooms to be assessed)	Classrooms are well maintained		
33			Floors are washed regularly		
34			There are no broken glasses in windows		
35			Blackboards are hung properly		
36			Classroom roofs are strong		
37			Staircases and terrace have proper holding support/parapet		
38			Classrooms are well ventilated and well lit (enough light, adequate ventilators)		
39			CCTV Camera installed in school campus at all necessary areas (including all entry gates and corridor with proper recording and back up facilities)		
40			Whether the hall, gymnasium is free of any disaster and having proper light and air?		
41			Whether the window is having proper railing and grills?		

		2.2 HEALTH AND HYGIENE IN ENSURED IN SCHOOL PREMISES		
42		Drinking water is safe	Whether the electric gadgets are being regularly checked and the same are being maintained?	
43			Whether there is round edge on the bench?	
		Toilets are hygiene practices	Hygiene is ensured in school premises	
44			Safe drinking water is available and accessible for use	
45			Water storage is protected and clean	
46			Water is covered while storing	
47			There are separate toilets for girls and boys	
48			Soaps are available for hand washing	
49			Water is available in the toilets	
50			Toilets locate in safe location within the school	
51			Toilet doors have latches	
52			Sanitary absorbents like pads, cloth are available and accessible for use	
53			Garbage pits/bins are available for safe disposal of sanitary absorbents like pad and cloth	
54	III.PROTECTION FROM VIOLENCE AND OTHER FORMS OF ABUSE	Hand washing points are available	Hand washing points have adequate water and soap	
55			There are annual school grants for maintenance and cleaning	
56			Disinfectant and cleaning materials are kept out of reach of children	
57			Teachers are trained on general hygiene at schools	

58		Mid Day Meals (MDM) are safe and hygienic (only for government schools)	Food supplied is fresh and seasonal		
59			Kitchen is clean, well ventilate, and well lit and hygiene is maintained in the kitchen		
60			Adequate facility for disposal of food waste, rubbish items, sharp garbage like broken glass, furniture, lab equipments etc in the school premises		
61		Safe health of children	Whether medical camps are regularly conducted		
		CHILDREN ARE PROTECTED FROM PHYSICAL, EMOTIONAL, SEXUAL ABUSE			
62		3.1 Systems in place	There are guidelines and code of conduct for all schools personnel		
63			Whether a grievance redressal cell/committee is constituted or not?		
64			Comprehensive child protection and safety guidelines has been adopted by schools		
65			Attendance and visitor record maintained daily?		
66			Provision for counselling services of students		
66			Established POCSO committee in the School (Protection of Children from Sexual Offences 2012)		
67			Psycho assessment of staffs and non staffs members of the school		
68			Schools have a Focal person for child protection and safety		

69			Protocol for transport facilities is been followed as per norms		
70			Ban on sell of tobacco in shops within 100yards radius is followed (based on COTPA 2003), draw attention of local bodies/police		
71			All school staff have an identity card and carry it with them at all times		
72		3.2Capacities of stakeholders built	Capacities of PTA, SDMC, staff and non-staff members built on child protection issues (as specifies in the guidelines) and corresponding grievance redressal		
73			Awareness programmes for students to know the child protection issues and ways to access/use grievance redressal systems		
74			Capacity building for the third party staff members (contractual staff such as security guards, transport)		
75			Whether the school has IT facility to communicate with the parents.		
76			Whether the school has a policy to check improper behavior/abuse of a student.		
77			Whether there is a system to scrutinize the background of an employee before working with children?		

78		Emotional security	Whether the child has been explained the difference between the good and bad touch?		
79			Whether the child has been taught to deny in connection with his/her own body and his/her own right?		
80			Team of children formed for peer counselling?		
81			Whether it is being taught to control over anger and stress?		
82		Social security	Whether Legal proceedings are being initiated in connection with coercion and prejudice?		
83			Whether the student feels secure in reporting Physical/Mental/Sexual Abuse?		
84			Whether issues in connection with the discipline and security are regularly disposed off and reported to the DEO		
85			Whether the awareness programmes in connection with harmful effects of tobacco consumption and HIV/AIDS are been given?		
86			Whether there is strict prohibition on emotional harassment and physical punishment of students?		
87		Cyber safety	Whether a cyber cell is constituted in the school.		
88					

References:

1. National Disaster Management Guidelines School Safety Policy-2016
2. National School Safety Programme (NSSP) Guidelines
3. School Disaster Management Plan Model Template- National School Safety Programme (NSSP)
4. Government Resolutions passed by the Department of Education (PDE/Kh-2/2017/5085 and MAUMSAB/SSHANI/15889/927)
5. School Safety Monitoring Checklist under proposed comprehensive School Safety Programme (CSSP) - Gujarat

SECTION 6

DISASTER MANAGEMENT AND PERSONS WITH DISABILITIES

Source : NDMA, MHA

SECTION 6

DISASTER MANAGEMENT AND PERSONS WITH DISABILITIES

The Right of Persons with Disabilities (RPWD) Act mandates the participation of persons with disabilities in Disaster Management process. Article 8 (2) of RPWD Act 2016 state that NDMA and SDMA shall take appropriate measures to ensure inclusion of persons with disabilities in its DM activities as defined under clause (e) of section 2 of the DM Act 2005 for the safety and protection of persons with disabilities.

In compliance to the DM Act 2005 as enshrined in the section IV of National Disaster Management Guidelines 2018 and RPWD Act 2016 as mentioned above. The following measures should be adopted:

1. Identification, data and enumeration of people with disabilities and to identify disabilities resulting from disasters and to focus on the elderly, women, children and girls.
2. Facilitate vulnerability and capacity assessments to collate information on persons with disabilities and to identify existing risks.
3. Participation of persons with disabilities in Disaster Risk Management.
4. Include community, DRM and disability organizations and policy making institutions for community based disaster.
5. Temporary relief camps/shelters should ensure that wheelchairs should be able to access the doors and entrances and the approach to outdoor toilets is free of stones, rubble, steps, tree roots, mud and loose sands.
6. Mock drills / trainings:
 - a. Conduct regular drills and ensure participation of people with disabilities and activity limitations.
 - b. Conduct evacuation drills in communities and prepare persons with disabilities and their families, rescue and disaster management personnel and community volunteers for appropriate evacuation and rescue in different kinds of disasters and emergencies including crowd and crisis management.
 - c. Conduct workshops, consultations and seminars
 - d. Impart training to family members and neighbours on appropriate and safe methods for evacuation and rescue for persons with disabilities.
 - e. Appropriate evacuation, facilities and transportation should be accessible for persons with disabilities.
7. Search & Rescue:
 - a. Integrate disability aspects in the Search & Rescue Operations (for example, find the regular caregiver or family member; do not separate them from the assistive devices such as crutches/hearing aid/wheelchair.)
 - b. Allocate volunteers for search and rescue operations trained in handling the persons with disability.
8. Medical care/first aid, mental health and health be provided to those who may have acquired disability due to disaster.
9. Ensure disability inclusive WASH (Water, Sanitation and Hygiene) facilities in relief centers, temporary and other shelters.
10. Collect and publish good practices for persons with disabilities.

PROFORMA FOR BIODATA OF PERSONS WITH DISABILITIES

Name	
Type of Disability	
Age	
Gender	
Name & Contact Details of Parents/Guardians/Caretaker	
Address	
Contact Details	
Whether registered at District Disability Rehabilitation Centre (DDRC)	
Whether attending/enrolled in any schools/college/institution, if yes mention the name	
Any other details	

SECTION 6

ANNEXURES



C O N T E N T

1. Brief account on the number of deaths and damage to school infrastructure in Disaster-National & Global.
2. Efforts on School Safety in India.
3. Trainings
4. State Level Integrated Structures for SSA and RTE through a Safety Lens
5. District Level Integrated Structures for SSA and 42 RTE through a Safety Lens
6. School Buildings Specifications
7. Process of Safety Needs Assessment through Hazard Hunt Exercise: Experience from Bihar
8. School DM Plan – Nagaland Disaster Management School Safety Policy.

SECTION 6

ANNEXURE – 1

BRIEF ACCOUNT ON THE NUMBER OF DEATHS AND DAMAGE TO SCHOOL INFRASTRUCTURE IN DISASTER – GLOBAL AND NATIONAL

There have been several instances of children losing their lives or suffering serious injuries due to various natural disasters. In 2008 Haiti earthquake, half of the schools in the country was destroyed (Relief web 2008). The Sichuan Earthquake in 2008 caused collapse of over 7,000 school buildings (Relief web, 2008). The 2005 Kashmir earthquake resulted in collapse of over 8000 schools on both sides of the border; altogether over 18000 children lost their lives while at school (BBC 2005).

A fire led to the death of about 200 children at the prize giving ceremony at a school in Dabwali, Haryana in 1995; a total of 31 teachers died and 95 were injured. During the 2001 Gujarat Earthquake over 11,600 schools were destroyed/ damaged; 971 students perished and 1,051 were injured. (World Bank 2001). Similarly the fire at Lord Krishna School in Kumbakonam, Tamil Nadu caused death of 94 children and thousands of students and teachers were impacted in South India in the aftermath of the 2004 Tsunami. Cause for such state of affairs has largely been **poor quality of construction, lack of disaster resilient features and poor maintenance of schools**. The fact remains that schools are indeed spaces where children and teachers spend a large part of their day. Therefore the quality of these spaces has a bearing on their vulnerability to disaster risk.

ANNEXURE – 2

EFFORTS ON SCHOOL SAFETY IN INDIA

The agenda of School Safety, as is visible in India today is preceded by the efforts of different governments in the country to promote the constitutional mandate of providing access to free and compulsory education for all children up to the age of 14 years. This was followed up in the National Policy of Education (NPE) and the Programme of Action (POA) 1992 that led to a number of schemes and programmes including Operation Blackboard (OB); Non Formal Education (NFE); Teacher Education (TE); Mahila Samakhyas (MS); State specific Basic Education Projects like the Andhra Pradesh Primary Education Project (APPEP), District Primary Education Programme (DPEP) and currently the Sarva Shiksha Abhiyan (SSA). The mandate of SSA goes beyond provision of education alone per se; rather it aims to provide 'useful' and 'quality' elementary education to all children in the 6 -14 age group. About 33% funds of SSA are spent on civil works including construction of schools, additional classrooms and Block Resource Centre / Urban Resource Centre / Cluster Resource Centre. These are designed in line with the Whole School Development Plan that includes a focus on safety. For children over the age of 14, the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has been launched.

Disaster Management was introduced as a subject in the Central Board school curriculum, as well as several State Education Boards. A Handbook on School Safety was developed by the Ministry of Home Affairs in 2004.

The GoI- UNDP Disaster Risk Management Programme (DRM) launched in 2002 was one of the largest community-based disaster risk management programmes in Asia. In order to generate awareness among students and teachers on how to respond to disasters, a component on School Safety was developed under the DRM Programme. The prime objective of this initiative was “school safety through education and building safer schools”. It brought together children, teachers and school managers through participatory activities that concern children's safety during disasters. Under this component, School level disaster management plans were developed and capacity enhancement programmes including mock-drills were conducted for School Community. Extensive disaster management trainings were conducted for teachers, school managers and education department officials from Central and State Boards of Secondary Education. In total, 125,817 teachers were trained on Disaster Management at the district level. The Programme reached out to 4105 schools with 130,000 enrolled children. (Source: UNDP, 2007).

In parallel, the work of the UN bodies, several NGOs and INGOs have provided many useful lessons in developing the substantive aspects of the agenda.

The school safety agenda has thus evolved over the years. What initially was seen as a simple provision of (child friendly) classrooms to protect children from the elements so that their education progresses uninterrupted expanded to look at structural safety, non-structural mitigation as well as capacity building of the larger school community for promoting safety.

Extracts from a communication from Ministry of Finance regarding Revision of EFC Format to address Disaster Management concerns in all the programmes and schemes of the government.

As per a communication from Ministry of Finance to all Ministries and Departments (ref no. 37(4)/ PFII/ 2003) of 19th June 2009, the Expenditure and Finance Committee (EFC) Note for approval of all ongoing and new programmes and schemes need to answer the following questions: “3F) Does the projects involve any creation/modification of structural/ engineering assets including land reclamation or changes to existing land use plans? If yes, then the costs involved in prevention and mitigation of disaster(s) (natural and man-made) would need to be included fully in the project cost.

- a. Identify the possible risks and analyze the likelihood and impact from earthquakes, floods, cyclones and landslides due to the location of the project sites as well as through secondary evidence.
- b. What are the land-use directives, regulations applicable? List preventive measures enshrined in regulations which are to be complied with and confirm compliance.

- c. Based on the prioritization of risks, the mitigation measures being contemplated, both structural and non-structural. Confirmation that the implementation of the selected mitigation measures will not create new risks.
- d. Confirmation that the design and engineering of the structure has taken into consideration the National Building Code 2005, the appropriate BIS Codes and the NDMA guidelines. Other sources such as Indian Road Congress Manual, Ministry of Road Transport, Highways and Shipping manual, Railway Board manual, Central Public Health Engineering Organization (Min. of Urban Development) manual, Central Electricity Authority manual and Central Water Commission manual etc. may also be consulted where applicable.
- e. Has the cost of disaster treatment/mitigation measures been included in the overall project cost?
- f. Also indicate that the whole process of risk assessment has been done based on available information and secondary evidence and the mitigation measure(s) are in conformity with the statutory and other regulatory requirements and are the most viable ones in the present circumstances.”

There has been a major **revision in the requirements of the Expenditure and Finance Committee (EFC)** of Ministry of Finance, Government of India for approval of ongoing and new programmes and schemes of all the Ministries. Since 2009, the EFC note to be submitted by all ministries includes a well defined set of questions with regard to disaster management.

The **SSA Framework for Implementation** has been revised in light of the RTE Act and a dedicated chapter on School Infrastructure has been provided. The chapter clearly brings out the need and importance of Disaster Resistance in Schools and also gives norms and codes to be referred.

Further, Kendriya Vidyalaya Sangathan Institutions have specified the space norms and appropriate sizes for school classrooms etc. in Kendriya Vidyalaya schools that are administered by the Sangathan.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) guides the expansion strategy for Secondary Schools & Higher Secondary Schools. To provide access to secondary school for students, RMSA proposes up-gradation of upper primary schools through construction of classrooms laboratories, computer rooms, headmaster room, library rooms and separate toilets for girls and boys, appointment of additional teachers and strengthening of existing secondary schools. This scheme identifies Environment Management as an important aspect for improving quality and improving access of secondary education. It makes a reference to location/site selection related issues, and issues related to design pertaining to the difficult sites. RMSA also makes a reference to special purpose designs, construction related impacts, and issues related to provision and maintenance of facilities.

Kasturba Gandhi Balika Vidyalayas (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. Initially it ran as a separate scheme, but was merged with the SSA with effect from 1st April, 2007. With the RTE Act, 2009 coming into force with effect from 1st April 2010, and the SSA Framework of Implementation being revised to correspond to the RTE Act, the KGBV component of SSA is being implemented in the overall context of child rights and child entitlements and in harmony with the spirit and stipulations of the Act.

National Building Code of India (NBC) published by Bureau of Indian Standards in 2005 serves as a Model Code for adoption by all agencies involved in school construction works. The Code attributes an 'importance factor' to ascertain the structural design of different types of building, depending on the functional use of the structure, characterized by hazardous consequences of its failure, its post-earthquake functional need, historic value, or economic importance. In section 5.3.4, the Code attributes **Importance Factor of 1.5** to Schools, higher than all other buildings indicating the importance of schools.

Hon'ble Supreme Court of India has also come out with its judgment in support of school safety, and insisted on adherence to NBC standards in school building specifications and construction. In its judgment of April 13, 2009 on Writ Petition (Civil) no. 483 of 2004, the court has recognized that "Right to education incorporates the provision of safer schools" and given direction on several aspects of school safety including :

- a) Fire Safety Measures in Schools (Point 3.1 page 23)
- b) Training of School Teachers and other Staff (Point 3.2 page 25)
- c) School Building Specifications (Point 3.3 page 27)
- d) Clearances & Certificates (Point 3.4 page 29)

In response to Writ Petition (Civil) no.483 of 2004, the court held that "*Evaluation of structural aspect of the school may be carried out periodically...the concerned engineers and officials must strictly follow the National Building Code. The safety certificate is issued only after proper inspection. Dereliction in duty must attract immediate disciplinary action against the concerned officials.*"

In addition to policy interest in addressing structural aspects of safety, there have been changes in the school curriculum as well. The SSA, Central Board of Secondary Education (CBSE) and state boards have introduced disaster education in curriculum for school education.

The most recent initiative by the government was the **National School Safety Project** implemented by NDMA in 43 districts of 22 states of the country. The Programme, essentially pilot in nature, had the following components:

- i. Formulation of National School Safety Policy.
- ii. Capacity building (Development of model school DM plan, including format for Mock drill; Review and approval of School DM Plans in selected schools; development of training modules for training of state level master trainers, training of teachers and students)
- iii. Information, Education and Communication- IEC (Development of model templates for IEC material as well as Translation and printing of IEC material in local language and dissemination of IEC material in all the schools)
- iv. Non- Structural Mitigation Measures (Development of non-structural mitigation guidelines / checklist for Rapid Visual Survey and implementation of such measures in project schools)
- v. Demonstrative Retrofitting

State Government Initiatives

Government of Assam has made it compulsory for all schools to have a Disaster Management Plan on the lines of a Model Disaster Management Plan uploaded on the official website of the Secondary Education Department. Amendments are also being made in the Assam Non-Government Educational Institutions (Management & Control) Act, 2006 to make it compulsory for all Non-Government Educational Institutions to adopt construction approved by GMC/GMDA

with appropriate design. There is also an amendment to make it compulsory to hold mock drills at regular intervals. Fire extinguishers are also being provided to every school in the state.

Government of Gujarat, initiated two programmes namely Gujarat School Safety Initiative– I & II, for promoting a culture of disaster safety in schools and reduce risk through structural and non-structural measures in the schools. The programme focused on 152 schools in Phase I covering 1, 00,000 students (primary and secondary standards) and 1,500 teachers on the basics of disaster management. As part of the long-term sustainability of the program, an assessment of non-structural mitigation measures was completed and school safety clubs have been opened in all the project schools. In Phase II, Gujarat State Disaster Management Authority is working towards creation of cadre of master trainers and a pool of trained teachers at district level in disaster risk reduction across all the 25 districts of the State.

Government of Himachal Pradesh, as part of the State Education Code 2013, has issued instructions to all schools in the state for preparation of their own disaster management plan, which captures school specific hazards, vulnerabilities, resources and plan for mitigation. Detailed guidelines have also been issued for conducting mock drills, development of School Safety Plans and School Fire Safety DM Plan. The state has also developed a range of audio-visual materials for raising awareness on safety issues among

children. All of these activities have been carried out as part of the GoI – UNDP DRR programme 2009 - 2012. As part of another initiative retrofitting of few schools has also been carried out in the state.

Government of NCT of Delhi, in its circular No. F.16/Estate/CC/Fire Safety/2011/3298 to 3398 passed on 01/03/2011, issued directions to schools specifically with regard to fire safety. These include detailed directions for different types of buildings for access, number of doors in a class room, staircases, fire extinguishers, use of basement and captive water storage for Fire Fighting and pumping arrangements. In the General measures, directive is laid out on the use of non-combustible material for construction of the school building, maintenance of escape routes, storage of LPG cylinders in the laboratories and electrical circuits.

Government of Tamil Nadu, has issued G.O. Ms.No.131, Department of School Education, in continuance to G.O.Ms.No.1179, Public (law and orders) Department dated 20.7.2004. The order follows from the Commission of enquiry for the incident of death due to fire accident at Sri Krishna Aided Primary School at Kumbakonam, Thanjavur District on 16-07-2004. With regard to school safety, the Commission made specific recommendations. A thorough review of the recognition / approval granted to the existing schools has to be undertaken. With reference to those schools who have not obtained permission / approval / recognition, strict compliance with the micro level fulfillment of norms should be ensured by the Inspecting Officer concerned, through physical verification before recommending for permission / approval / recognition.

Periodical monitoring through spot inspection towards upkeep of the infrastructure has to be ensured. Crash Training course for the teacher on crisis management and first aid is recommended. The state has issued additional orders in 2012 suggesting measures to be followed for the safety of children studying in schools in all government / government aided and private schools in Tamil Nadu. These include structural safety measures, safety precautions with regard to open wells, water tanks, septic tanks and staircases etc. The order also talks of safe drinking water provision as well as safe sanitation facilities. In addition, safe electrical connections, seating arrangements, assembly class room environment and infrastructure, school vehicles and first aid have been covered.

Govt. of Haryana: State Policy on Safety Measures in Schools: The state has come out with a specific policy concerning safety measures in schools. Broadly the document very appropriately throws light on the various elements pertaining to school safety including constitution of respective committees, modes operandi for fund allocation, broad areas for education and training and implications of non-compliance.

ANEXURE 3

TRAINING

A broad list of trainings required for promotion of school safety is as under:

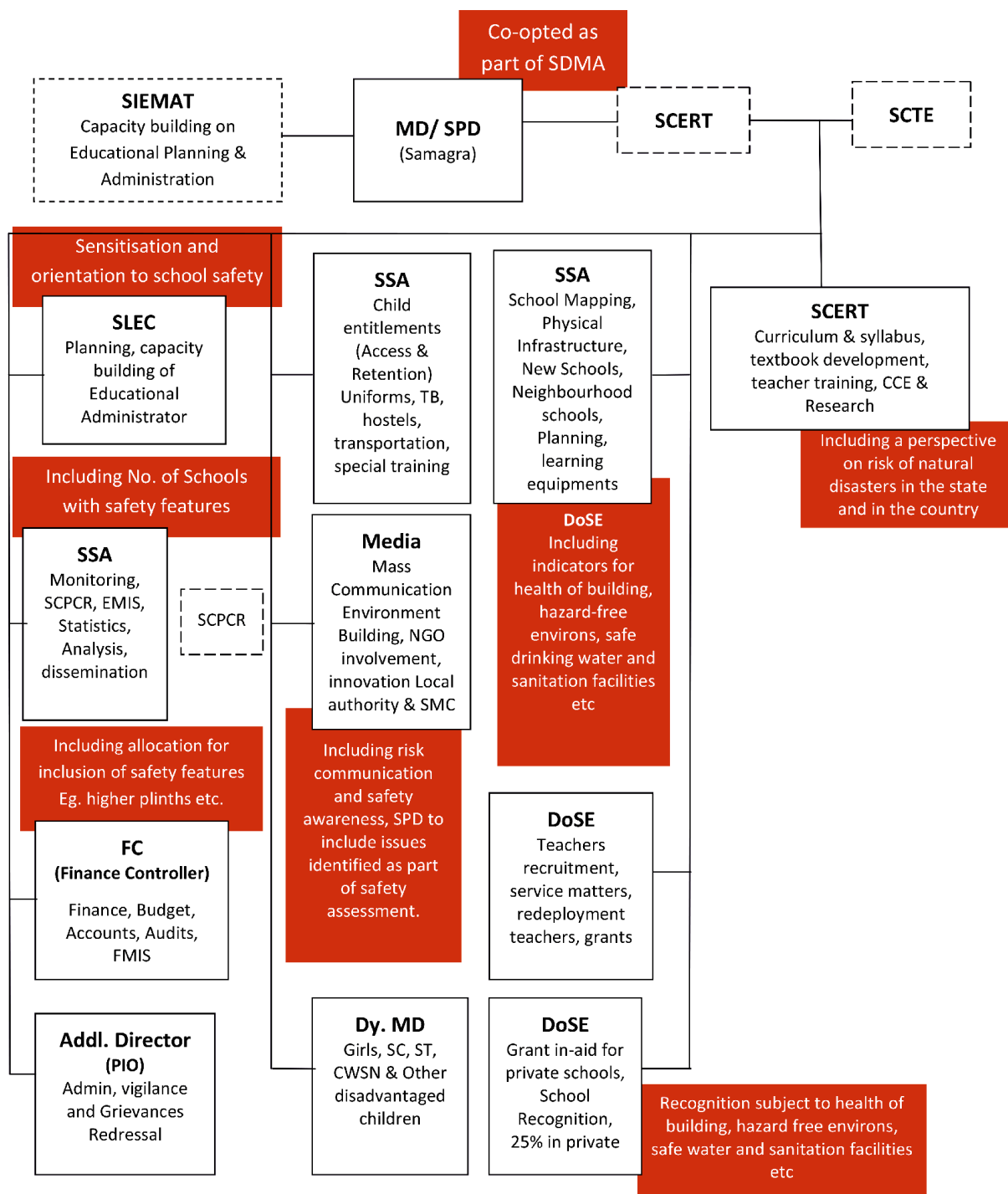
SL.NO	TRAINING	INDICATIVE CONTENTS	PARTICIPANTS	RESPONSIBILITY
1	ToTs of School Safety Focal Point Teacher (FPT)	• Hazards, Risks (with focus on children of various age groups) & Vulnerability • Safe learning environment and quality education under RTE • Structural & nonstructural safety in schools. • Safety Needs Assessment • Integration of Disaster preparedness measures in curricular & co-curricular activities • Mock drill for various hazards • Psycho social support & counseling	School Safety Focal Point Teachers (FPT)	DDMA/District Education Officer
2	Training of Principals and Headmasters/Head of the Institution	• National DM ACT and Policy, institutional Framework • Safe learning environment and quality education under RTE • Planning and implementing school safety within your school • Integration of disaster preparedness measures in curricular & co-curricular activities	Principal's & Head Masters /Head of the Institution	DDMA/ District Education Officer

3	Training of School Disaster Management Committee (SDMC)	• School safety concept • Safety Needs Assessment • Functioning of SDMC and roles/responsibilities • Orientation on school safety planning • Safety audits at the School level	SDMC members	DDMA/ District Education Officer
4	Training of Peer Educators	• Facilitating • lifesaving skills in the class • Dos & Don'ts of hazards relevant to their context eg. Earthquake (Drop, Hold & Cover) Fire (Stop, Drop & Roll), Floods, Cyclone, road safety etc. • First Aid Skills • Water Quality Monitoring and disinfection	Selected Students from each class	SFPT with External resource person if required
5	Training of First Aid and Life-saving skills in school	• First Aid for common injuries, snake bite, etc, CPR • Carrying wounded persons • Diarrhea management • Making rope ladders	SDMC, School Safety FTP, peer educators	SDMA/NDRF, Red Cross, any other external Resource persons if required

ANNEXURE 4

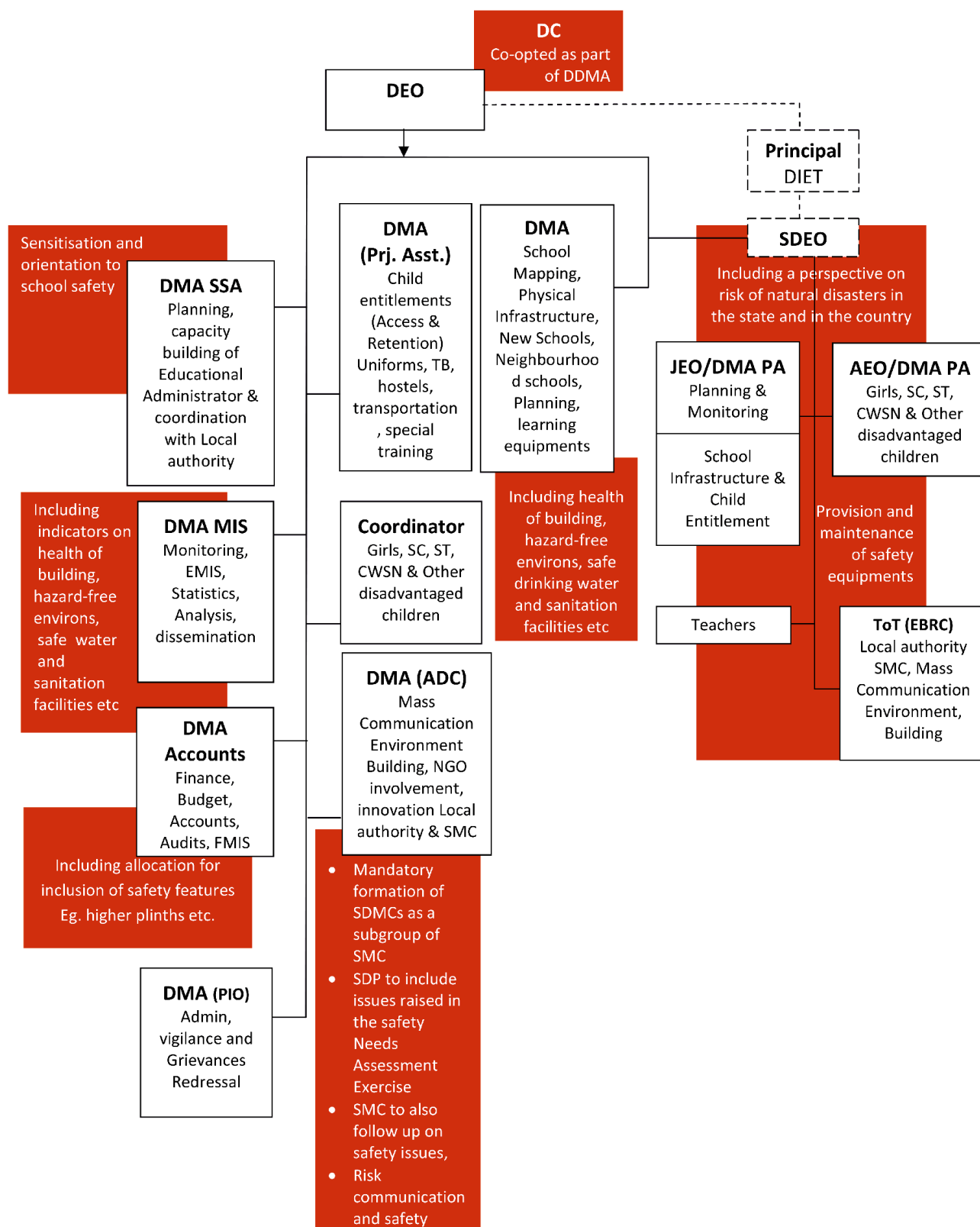
STATE LEVEL INTEGRATED STRUCTURE FOR SSA AND RTE THROUGH A SAFETY LENS

(Recommended suggestions for incorporating School Safety Concerns indicated in Red)



ANNEXURE 5

DISTRICT LEVEL INTEGRATED STRUCTURE FOR SSA AND RTE THROUGH A SAFETY LENS DC CO-OPTED AS PART OF DDMA (Recommended suggestions for incorporating School Safety Concerns indicated in Red)



ANNEXURE 6

The Hon'ble Supreme Court of India, Justice Dalveer Singh in response to Writ Petition (Civil) No.483 of 2004, Avinash Mehrotravs Union of India has laid down the following minimum specifications for school buildings:

3.3 SCHOOL BUILDING SPECIFICATIONS:

1. The School buildings shall preferably be a 'A' Class construction with brick/stone masonry walls with RCC roofing. Where it is not possible to provide RCC roofing only non-combustible fireproof heat resistance materials should be used.
2. The nursery and elementary schools should be housed in single storied buildings and the maximum number of floors in school buildings shall be restricted to three including the ground floor.
3. The School building shall be free from inflammable and toxic materials, which if necessary, should be stored away from the school building.
4. The staircase, which act as exits or escape routes, shall adhere to provisions specified in the National Building Code of India 2005 to ensure quick evacuation of children.
5. The orientation of the buildings shall be in such a way that proper air circulation and lighting is available with open space all around the building as far as possible.
6. Existing school buildings shall be provided with additional doors in the main entrances as well as the class rooms if required. The size of the main exit and classroom doors shall be enlarged if found inadequate.
7. School buildings shall be provided with additional doors in the main entrances as well as the class rooms if required. The size of the main exit and classroom doors shall be enlarged if found inadequate.
8. Kitchen and other activities involving use of fire shall be carried out in a secure and safe location away from the main school building.
9. All schools shall have water storage tanks.

ANNEXURE 7

PROCESS OF SAFETY NEEDS ASSESSMENT THROUGH HAZARD HUNT EXERCISE: EXPERIENCE FROM NAGALAND

The Nagaland State Disaster Management Authority in collaboration with Department of School Education/SCERT/RMSA/SSA/NBSE/Private school institutions has implemented School safety policy guidelines. The Policy highlights the potential of Hazard hunt as a tool for identifying safety needs of the school through a participatory methodology involving students, teachers, and State Disaster Management Committee members. The exercise culminates with the articulation of a well-defined micro-plan that is then pursued with leveraging various resources. The process followed for Hazard Hunt is given below:

- i. Orientation of School Disaster Management Committee (SDMC) and School Disaster Management Clubs (SDMClubs) on definition of risk and vulnerabilities.
- ii. Discussion on the nature of risks that affect the physical wellbeing of children, and of the school community;
- iii. Discussion on the nature of risks that affect access to education by children;
- iv. Organization of the group into smaller groups for Hazard Hunt.
- v. Identification of risks and vulnerabilities inside and outside the school by separate groups;
- vi. Documentation of risks identified by the School Disaster management club to be presented to the School disaster management committee for onward submission to the DEO.
- vii. Suggested format for documentation of Hazard Hunt exercise :

SL. No	List of Vulnerabilities that exist inside and outside the school	Risks involved	Probable Extent of Severity	Any past incident(s) relating to this risk, vulnerability

- vii. Prioritization of risks for action in the short and long term;
- ix. Development of Micro-plan to enlist solutions, sources of funding, responsibilities and timeline.

ANNEXURE 8

NAGALAND DISASTER MANAGEMENT SCHOOL SAFETY POLICY TO BE IMPLEMENTED BY THE SCHOOLS FOR THE PREPARATION OF SCHOOL DISASTER MANAGEMENT PLAN 2018

INTRODUCTION SCHOOL SAFETY POLICY

Disaster is an occurrence which causes widespread destruction and distress. Disasters occur with little or no warning at all.

The most vulnerable group in the community during a disaster is the school children since it is densely populated. Therefore it is important to have a School DMP as it is necessary to reduce the vulnerability during a disaster.

A School DMP is a module or a guideline which will help educate the School Communities on Disaster preparedness/awareness and thereby be prepared to face and take actions to reduce the effects during disasters. The children will be educated to promptly act before, during and after a disaster. The teachers and students will be better equipped with knowledge to act post disaster for building their capacities. It will also help the schools to come out with their SDMC, SDMClub.

AIM AND OBJECTIVE

With regard to Natural and Man Made Disaster at school, the School Safety policy is prepared with reference to National Disaster Management Guidelines on School Safety Policy (February 2016). And to strengthen the institutional commitment to safe learning environment for children, the DEO under the Chairmanship of the DDMA & Deputy Commissioner as constituted under section 25 of the Act shall periodically monitor the functioning and ensure that the DEO as a Nodal Officer discharges his duty for strict adherence and compliance with directives and guidelines contained in the said policy.

The SDMC is framed under the chairmanship of the Principal/Headmaster/Head of the institution along with the trainer of teachers, teachers and non-teaching staff.

The Committee is authorized to find out all the risks during Disasters. They are also asked to find out all risks as well as their remedies both at structural level and Non-Structural level. The evacuation routes of whole campus prepared, Mock-Drills for earthquakes and fire safety must be demonstrated and performed again and again, all the SDMCs must be formed and their tasks assigned to them and report on structural and Non-Structural hazards to be submitted to the DEOs Office and thereof Scrutinized through the

DDMA and then Submitted to Home Department, Government of Nagaland, NSDMA for onward submission to the Government of India.

The concern school administration, teachers both teaching/non – teaching and the students would be using the objective of the plan. The School Disaster management Committee (SDMC), comprising the Principal/ Headmaster/ Head of the institution as the chairman, along with the teachers as executive, will be responsible for implementation, reviewing and updating the plan.

1. To promote a culture of disaster preparedness in the school.
2. To initiate policy level changes for ensuring safe school environment.
3. To sensitize children and the school community on disaster preparedness and Safety measures.
4. To motivate direct participation of key stakeholders in activities that would help build towards a disaster resilient community.
5. To promote capacity building of officials, teachers and students.
6. To carry out Information, Education and Communication (IEC) activities in schools and associated environment.
7. To implement non-structural mitigation measures in selected schools.
8. To carry out demonstrative structural retrofitting in selected schools.

GEOGRAPHICAL LOCATION OF THE SCHOOL AND DISTANCE FROM THE EMERGENCY SERVICES

- **Note :- The School Authority should mention the following :-**

- a. The distance of the nearest, Additional Deputy Commissioner / Sub Divisional Office (Civil) / Extra Assistant Commissioner / Sub Divisional Education Officer Head quarters (in kilometers).
- b. The distance of the nearest Fire & emergency Services Station (in kilometers).
- c. The distance of the nearest Police Station (in kilometers).
- d. The distance of the nearest Hospital Govt. /private (in kilometers).

HAZARDS RISKS AND VULNERABILITY ASSESSMENT

This can be under taken through:

- Non-structural assessment (which can be done practically by all the teachers and selected students in a group exercise)
- Structural assessment (This will be done by the trained Engineers from the DOSE)
- Identification of Hazards outside the school campus. (Road safety, open drainage, landslide prone area etc)
- Database of past disaster/accidents which has affected the schools.
- Identification of vulnerable location within the school campus.
- Summary of the key findings and identification of action mitigation.

1. Preparation of team to find both Structural and Non-Structural Defects
2. Preparation of School map and open area
3. Dangers threatening to the school
4. Structural and Non Structural Defects

Preparation of team to find both Structural and Non-Structural Defects

Here the concern SDEO along with the Head of the Institution of the school must check both the structural and non-structural defects of the school and henceforth report it to the DEO, as of which it would be discussed with the DDMA Chairman and then submitted to the Head office (Nagaland State Disaster Management Authority, Home Department, Government of Nagaland, Civil Secretariat, Nagaland Kohima) for necessary Actions.

ANNEXURE 8 (I)

SCHOOL PROFILE

1. Name of the school with UDISE code number by Department of Education _____
2. Postal address with pin code _____
3. Contact number _____
4. Number of teacher ☐ Male ☐ Female
5. Number of students ☐ Male ☐ Female
6. Number of children (students) with special needs ☐ Male ☐ Female
7. Specify the type of children with special needs _____
8. Date of Construction of School building _____
9. Number of buildings in the school compound _____
10. Number of classrooms (including Laboratory) _____
11. Number of Floors _____
12. Number of Stair cases _____
13. Do you have a kitchen? ☐ Yes ☐ No
 - If yes do you have Gas stove or open fire kitchen or use cooking gas connection – Location of Kitchen: ☐ Attached ☐ Separate
 - Type of Kitchen : ☐ Kutcha ☐ Pucca
14. Do you have toilets separate for – **Boys** ☐ Yes ☐ No **Girls** ☐ Yes ☐ No
15. Number of Drinking water Points _____
16. Playground size and open area _____
17. Fire extinguisher installed _____
 · If yes number of fire extinguisher _____
 · Date when last checked _____
 · Type of Fire Extinguisher. _____
18. Number of sand Buckets installed _____
19. Conduct of Mock drill organized Yes No
 · Number of Mock Drill Conducted _____
 · If yes last date when drill conducted and number of student who participated _____

Name & Signature
 HEAD OF INSTITUTION
with Seal

BUILDING WISE DETAILS

BLOCK	BUILDING NAME	TOTAL NO.OF ROOMS	TOTAL NO. OF CLASSROOMS	AGE GROUP OF STUDENTS	TYPE OF BUILDING	YEAR OF COMPLETION	REMARK
				Age Group:			
				5-12 M/F 13-15 M/F 16-18 M/F			

DETAILS OF OPEN GROUND/SPACE

SL. NO	TYPE OF OPEN SPACE	APPROX. SIZE [L x B]	ACCESSIBILITY FROM THE ROAD (YES/NO)	DISTANCE FROM THE MAIN ROAD
1	PLAY GROUND			
2	CRICKET, FOOTBALL GROUNDS			
3	BASKETBALL COURT			
4	VOLLEYBALL COURT			
5	BADMINTION COURT			

DANGERS THREATENING THE SCHOOL

Natural Disasters

1. Earthquakes: School is located inDistrict. Which is in Zone-V (five)?
2. Flash Floods, Storms and Landslide: School is located in the Foothills/Towns/Village of.....where excessive rains and storms are more frequent
3. Forest Fire: Yes/No

Accidents

1. No. Road Accident: Yes/No. If yes number of accidents with date and year along with the reason of the accident
2. Fire: Yes/No. If yes number of Fire incidents with date and year along with the reason of the accident.
3. Structural damages: Yes/No. If yes type of the incidents with date and year along with the reason.

STRUCTURAL AND NON-STRUCTURAL DEFECTS

NAME OF THE BLOCK	ROOM NO.	NAME OF ROOM	TYPE OF ROOF	STRUCTURAL DEFECT	NON-STRUCTURAL DEFECT	REMARKS
Block-I Administrative Building	Room-1	Principal/Headmaster/Head of the Institution Office		Damped Wall	Hanging Photo Frames Mirror Hanging Board Almirah Hanging wires	Removed and some are fitted on the walls
	Room-2	Office - Store		Dampness	File Rack and Cupboard	Lose Wiring and Open Main Switch
	Room-3 Almirah Hanging wires	Principal/Headmaster/Head of the Institution's Room		Nil	Hanging Photo Frames Mirror Hanging Board	Removed and some are fitted on the walls
	Room-4	Science Laboratory		Damped Roof	Drawing Boards, Models and Practical Files On Almirahs and Cupboard,	removed
	Room-5	Kitchen Store		Nil	Location of Container and Kitchen Articles not Proper Loose wiring	arranged
	Room-6 RCC	Kitchen		Location of Stove and Gas pipe	improper	

Block-II Library and Staff Room	Room-1	Staff Room cum Library		Damped Roof Damped Walls Old building	Loose wiring ,disordered almirahs and trunk	Abandoned Declared Unsafe
	Room-2	Classroom		Damped Roof Damped Walls Old building	Division of room by wooden board and single entry and exit only	Abandoned Declared Unsafe
	Room-3	Old Class Room		Damped Roof Damped Walls Old building	Room not in use.	Abandoned Declared Unsafe
Block-III Ground Floor Academic Building	Room-1	Sports Room		No	TV, Photo frames, trunk, huge heap of old Practical notebooks	Removed and some are fitted on the walls
	Room-2	Multimedia Lab.		No	Single entry , chairs not arranged	Second door opened

ANNEXURE 8 (II)

PREPAREDNESS

1. Constitution of SDMC (School Disaster Management Committee) and roles, responsibilities of teachers and students
2. Awareness materials and campaigning
3. Detail of drills
4. Strength of Drills and recommendations
5. Available Resources
6. Emergency Exit Route/Plan

- *Note :- While filling up a teacher can be a member for two/three committees*

DETAILS OF THE TEAM MEMBERS

A. School fire management / fire alarm team committee

SL.NO	NAME	DESIGNATION	CONTACT NO.	EMAIL

- *Note – It is the role of the committee to set all the necessary requirements for preparedness of fire management, for necessary information they can contact the DDMA or the NSDMA at state level.*

B. Awareness campaign team

SL.NO	NAME	DESIGNATION	CONTACT NO.	EMAIL

- *Note – It is the role of the Principal/Headmaster/Head of the Institution to plan and Execute for the awareness campaign for the SDMClub.*

C. Evacuation team

SL.NO	NAME	DESIGNATION	CONTACT NO.	EMAIL

- *Note – At the evacuation team the NCC/NSS Bharat Scouts & guides Teacher should take the role as the leader for the schools evacuations.*



D. First -aid team

SL.NO	NAME	DESIGNATION	CONTACT NO.	EMAIL

- *Note – The Vice principal/ NCC/NSS Bharat Scouts & guides Teacher should take the role as the leader for the school First Aid team.*

E. Site Safety Team

SL.NO	NAME	DESIGNATION	CONTACT NO.	EMAIL

- *Note –The Vice principal/ NCC/NSS Bharat Scouts & guides Teacher should take the role as the leader for the School Site Safety Team.*

F. Transportation management team

SL.NO	NAME	DESIGNATION	CONTACT NO.	EMAIL

- *Note – The principal/ Head of the Institution/Senior Teacher should take the role as the leader for the School Transportation Team, Co-coordinating with the DDMA.*

G. Media management team

SL.NO	NAME	DESIGNATION	CONTACT NO.	EMAIL

Details of the mock drill

SL.NO	NAME OF DRILL	DATE & TIME	NO. OF PARTICIPANTS	REMARKS
1	Fire Evacuation Drill			Proposed every Monday
2	Drop Cover Hold Drill			
3	Safety consideration Drill			
4	Any other type of Drill : First Aid Drill			

Fire & Evacuation drill reporting format

SL.	CONTENT	INFORMATION
1	Name of the school	
2	Name of the principal	
3	Full address	
4	Contact detail	
5	Owned by	
6	Maintained by	
7	Total number of staff members	
8	Total number of students m/f, children with special needs (cwsn)	
9	Total number of classrooms	
10	Total number of laboratories	
11	Number office rooms	
12	Kitchen • If yes do you have Gas stove or open fire kitchen or use cooking gas connection – • Location of Kitchen:- Attached / Separate. • Type of Kitchen :- Kutcha / Pucca housing	
13	Store • If yes type of the store • Location:- Attached / Separate. • Type:- Kutcha / Pucca housing	
14	Total number of toilets • If yes type of the Toilets • Location:- Attached / Separate. • Type:- Kutcha / Pucca housing	

Strengths of drills

Every member of Team and Students are taking full interest as well as actively participating in the Drills.

Weaknesses of drills

Small Children's participation is still awaited and they take more time to learn new things and tactics.

Recommendation /Suggestions for further improvement

1. Parent's participation along with the school is recommended by the members.
2. Expert advice, doctors/nurse and more First Aid equipment is required for better consideration.

Emergency exit route / plan

Emergency exit route or plan should be implemented and also should be reflected at the diagram. To create preparedness.

Photo -chart display of emergency contact numbers/drop hold & cover/evacuation drill/fire drill, etc.

School map with evacuation plan

It is recommended to prepare a floor wise evacuation plan and display it prominently at the notice board at each of the floor. The evacuation plan may be discussed by the evacuation team with the teachers and students to generate awareness to help conduct mock drill. (Sample evacuation map).

6. RESOURCE INVENTORY

- Listing of resources available inside the school campus: which could be used during any disaster situation for effective response.
- Identification and listing of resources outside the school within vicinity of one-five kilometers.
 - i. Nearest hospital centre for emergency treatment.
 - ii. Police station.
 - iii. Fire station.
 - iv. Community Hall
- Updating of important telephone numbers in principal's/Head of the institution's office and in the school class rooms, staff rooms and verandahs/corridors.
- Disaster preparedness Check- list (Through **Chapter 5.4 School Safety Monitoring Checklist**).
- Mechanism for alerting students and teachers during school time including installation of alarm.
- School map with evacuation plan in place.
- Annual calendar for conducting various preparedness activities along with plan to implement it. This will include the list of various awareness generation programmes to be conducted by the school.
- Action plan for conducting Mock Drills and development of a checklist to identify the gaps.

- Steps for updating of DM plan indicating the timeline and the process of doing it along with the roles of teachers and other non-teacher staffs.

Provision of School DM Kit

- Stretcher
- Ladders
- Tick rope
- Torch
- First-aid kit
- Temporary shelter (tents and tarpaulins)
- Sand buckets
- Fire extinguishers.
- Available Resources
- Equipment and tools

SL.NO	NAME OF ARTICLE	AVAILABILITY	QUANTITY	WHETHER WORKING OR OUT OF ORDER	NEED TO REPAIR/ OR NOT	REMARKS
1	First Aid Box	Available	1	In order	No	All Aids Purchase New
2	Fire Extinguishers		1	Working	No	Filled
3	Sand Buckets					
4	Ladder					
5	T.V					
6	Telephone					
7	Signboards					
8	Evacuation Maps					

7. AWARENESS MATERIAL

SL.NO	AWARENESS	MATERIAL DISPLAYED	DISTRIBUTED	REMARKS
1	Pamphlets	Displayed on Notice Board	Distributed	Positive effect
2	Pictures of Earthquakes/ Landslide/Fire/Flash Flood	Displayed on Notice Board	Distributed	Positive effect
3	Safety tips	Displayed on Notice Board	Distributed	Positive effect
4	Morning assembly Lectures	Displayed on Notice Board	Delivered periodically	Positive effect
5	Videos Shown eventually	Shown eventually	-	Positive effect

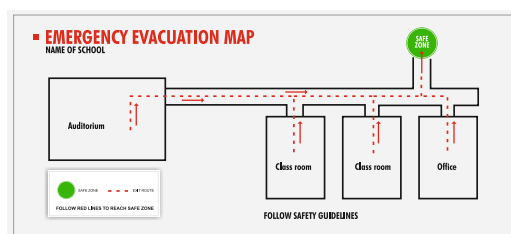
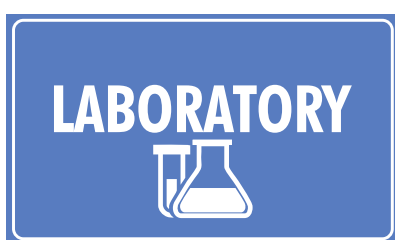
8. RESPONSES

1. Installation of evacuation routes and maps at various levels
2. Emergency numbers
3. Special arrangement of students with special needs

All the routes for evacuation during the Fire and Earthquake were prepared and routes installed on walls.

List of sign boards installed

NAME OF BOARD	INSTALLED/NOT INSTALLED	NUMBER	REMARKS
Laboratory	Installed		
Principal rooms			
Room wise			
Fire Extinguishers			
Water Tanks			
Offices			
Kitchen			
Don't Rush			
Electric Main switches			
Evacuation Maps			
Signage			
TOTAL INSTALLED			



List of students with special needs

A class wise list of students with Special Needs prepared and informed to all the teams for their special attention.

Sl.No	CLASS	BOYS	GIRLS	TOTAL
1				
2				

9. MITIGATION MEASURES

Listing of various non- structural measures to be undertaken in the school along with timeline.

- Ensuring clear passage, stairway which are to be used as evacuation routes.
- Chemistry labs-the bottles used for storing the chemicals are secured and protected against shattering.
- Fixation of Almirahs to the wall of staff room.
- Securing fans and light from the ceiling.
- Fire safety measures.

Safety audit.

- Electric safety audit-checking of the electrical system by an electrician.
- Fire safety audit – checking for possible sources of fire and identifying inflammable items within the school.
- Inspection of quality of food getting served during MDM / School Canteen/Hawkers.
- Audit of purity of water supply in school.
- Inspection of hygienic conditions in kitchen and washrooms.

The plan will focus on various mitigation measures to be under taken by the school, mitigation planning is a long term exercise and hence it is essential to divide the strategy prioritizing the actions along with definite timeline. It is also necessary to prioritize the actions based on the nature of the threat and its potentials to cause injuries and loss of life. Some of the non structural mitigation measures like anchorage of Almirahs, clearance of exit routes, Relocation of the storage of laboratory items, installation of warning alarms could be done immediately by incurring minimal cost, some other mitigation measures like major structural repair work require more time and fund commitments.

As part of mitigation action, school should also undertake periodic fire and electrical safety checks by involving officials from Electrical department, Fire & Emergency Services, PWD etc. Other measures like testing of purity of drinking water and hygienic condition in the school should also be undertaken.

Other non-structural defects

SL.NO	NAME OF ROOM	NON-STRUCTURAL DEFECTS	REMOVED	RETROFITTED	PROBLEM CLEARED/NOT CLEARED
1	Head of the Institution/ Principals Room	Trophy's, Shields etc			
2					
3					
4					
5					

Preventions and safety measures at chemistry lab

SL.NO	PROBLEM	SOLUTION	PROBLEM CLEARED/NOT CLEARED
1	Used & Unused Chemicals	Proper Disposable	Pitch Made to dispose them
2	Storage of Chemicals	Placed in Almirahs and below the Tables	Cleared
3	Proper position of Fire Safety	Fire extinguisher Installed	Cleared
4	Glass wares	Placed safely in the Almirah in their covers	Cleared
5	Sand-Buckets	Placed in and outside the Lab	Cleared
6	Space availability	Small room	Informed to SDMC for spacious room

FIRE SAFETY

Fire extinguishers and sand buckets should be placed mandatorily. Date of installation as well as the type, date of expiry and contact numbers of supplier providing refills properly are to be noted. Fire safety teams must explain about the mechanism of fire, how to douse fire extinguishers, sand buckets and fire safety drill (Stop, Drop & Roll).

First Aid Team to be acquainted with the fire wounds and how to treat fire burns. Fire Brigade numbers are to be displayed on the Notice Board and in every classrooms & staff rooms.

ELECTRIC SAFETY

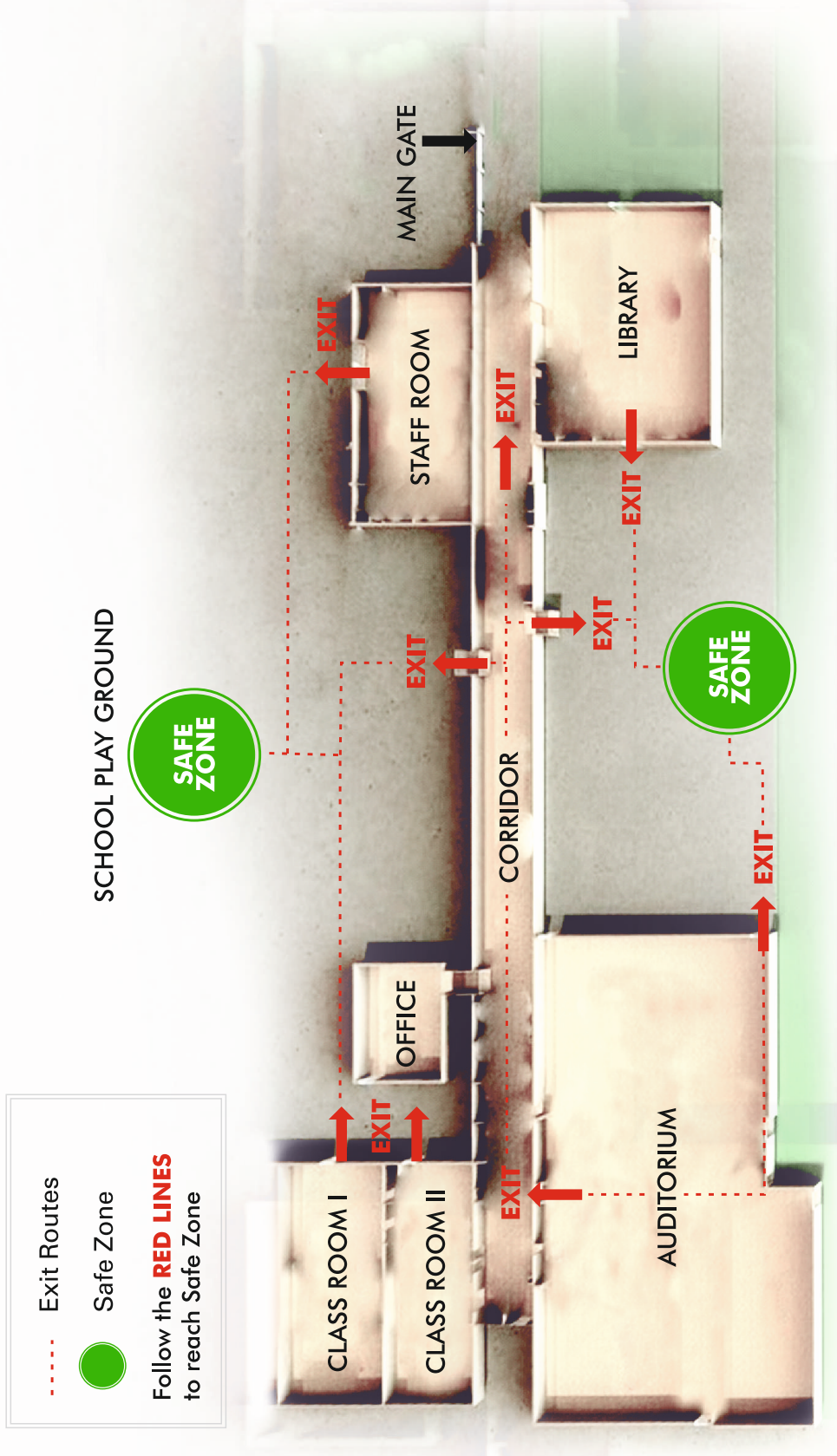
SDMC ensures that the whole building and blocks of school is inspected and make a list of electric hazards and its measures. Main switches and fuse with MCP should be installed. Signage be placed to caution the students.

Enclosures (Tick all the enclosed ones with nos.)

TYPE OF ITEM	NUMBERS
Newspaper Clips	
Cut out	
Any other	

ANNEXURE 8 (III)

SCHOOL EVACUATION PLAN - SAMPLE



Safety instruction
EVACUATION
 Cover your head
 during the evacuation



Safety instruction
CLASS ROOM
 DROP HOLD COVER



Safety instruction
CLASS ROOM
 DROP HOLD COVER

ANNEXURE 8 (IV)

MODALITIES FOR MITHUN CARAVAN- KID's FRIENDLY DISASTER DRILL

Executive summary

Mithun Caravan is an adopted version of the Japanese Iza Kaeru Caravan by Nagaland State Disaster Management Authority (NSDMA), Home Department. Mithun Caravan is a disaster prevention education event. In this event Children learn about disaster prevention while playing with families and friends. This is played by two teams or more with a maximum of 10 (ten) players on each side, the target group being Classes 3 and 4 students or may be conducted also for other age group.

Objective

This is played to enhance the capacity of the children through some interesting set of games. This is to understand the concept of Disaster Risk Reduction by making disaster prevention activities more familiar and more enjoyable.

Additional Activity: Mithun Caravan is to begin by reviewing the School DM Plan with evacuation drill in the school.

Activities included in Mithun Caravan

- Netting the ball
- Eating and drinking for survival
- Debris clearance
- Bucket relay
- Fire Target
- Sand bag
- Rescuing the Mithun
- Short Quiz Competition on Essential Emergency Items.

NETTING THE BALL

This game is played to enhance team coordination within the players. Differently coloured balls will be placed on the ground and each team has to collect the balls and based on the color of the balls put them separately into the basket.

Items required:

1. Basket ring with stand and net
2. 50 each of two different coloured tennis/soft balls



EATING AND DRINKING FOR SURVIVAL

The participants are asked to eat the food items placed on the table simulating that they are eating for survival during any emergency situation. This is to depict that during such times of disasters one has to keep ready packaged food and drinks for survival.

It may be noted that the children should eat the biscuits in a relaxed manner since there are choking hazard chances.



Items required:

1. Two tables to place food and drinks
2. Biscuits and juice approved by fssai



DEBRIS CLEARANCE

This game is to help the children to identify and segregate different materials fallen as debris during structural damage. The objective of this game is to enable Children for team building during emergency rescue and to help children to learn to segregate different materials and disposing the debris in the right designated location.

Items required:

1. Gunny bags/sacks to carry the debris, at least 2 per team.
2. 2 poles each for each team to support the sacks
3. Debris – wooden planks, bamboo, bricks, stones, plastic bottles, etc.

BUCKET RELAY

This game is played to understand the importance of how to relay water from the source to the incident site in fire fighting. In this game, the children make a line from the reservoir to the buckets where the soft balls are placed. The formation of the line or filing should be alternately opposites of each other. Only after filling the bucket and the soft ball falling out of the bucket, the team can proceed to the next game.



Items required:

1. Water
2. Big water storage tank as reservoir

3. 2 light soft balls that can float
4. 2 buckets of at least 20 litres capacity
5. At least 5 small buckets and mugs per team to relay water from reservoir to big bucket



FIRE TARGET

This game is played to let the players get the feel of dousing off fire. This will help them to have the hands on experience, the way fire fighters fight fire during any such times. Water sprayers will be provided to each team and they have to hit the fire dummies until the dummies turn over and the face of the Mithun is shown. In case the sprayer fails to work, the children can use mugs to splash the dummies.

Items required:

1. Fire dummy, about 10 numbers
2. Fire extinguishers
3. Water

SAND BAG

Making of sand bag and stacking them to form protective walls. This will give an idea to the children on how to stack sand bags during landslide or in the landslide prone areas, protecting the area from further slides. The children have to fill at least half of the bag and carry them to a designated place. They have to arrange the sand bags as such that a wall is formed in multiple rows.



Items required:

1. Sand, about 6 cubic feet per team
2. Sand bag, about 10 per team



RESCUING THE MITHUN/JACK UP

This helps the children to learn how to make improvised stretchers using blankets and bamboo poles. This also helps them to use different available resources to rescue people trapped inside the debris or affected by any disaster. The children have to make

use of the car jack provided and lift up the ply board which will be on top of the Mithun. In the mean time some members of the team can make a stretcher from the poles and blanket which will be provided. The Mithun will be rescued and carried till the finish line.

Items required:

1. Car jack and lever
2. Ply board
3. Mithun
4. Wood planks
5. Bricks and boulders
6. Blanket and poles

SHORT QUIZ COMPETITION ON ESSENTIAL EMERGENCY ITEMS

This Quiz Competition on Essential Emergency Items may be played after the chain of activities mentioned above or before the beginning of Mithun Caravan. This quiz competition is to make the Children familiar with the emergency items they should take with during any emergency situation to reduce risk.

Step by step guide to conduct:

1. Children are shown for five minutes different essential emergency items listed in the screen/display.
2. After five minutes the listed essential emergency items screen/display shall be taken off/out.
3. The participants should try to remember the listed essential emergency items and write them down.
4. The group/participant who remembered/scored the highest number essential emergency items shall be awarded.
5. At the end of the competition, an explanation on the usage of each of the essential emergency items shall be given to the participants. The reason for explanation at the end of the competition on the usage of the essential emergency items is to instill on the minds of the children/participants on the importance of such items during any emergency situations.

RULES FOR THE CONDUCT OF MITHUN CARAVAN

1. In each game event, there will be an assigned referee who will be assisting and instructing the players.
 2. Each team will be assisted by the school or class teacher who will be acting as team manager.
 3. Apart from the school uniform, the participating members are advised to wear second uniform or house uniform while playing the game.
 4. The children should play as a team. Therefore, all the team members have to finish the task together and then move on to the next game.
 5. The team who move to the next game without finishing the task will be asked to finish it before moving to the next. However, on repeated errs the team may be disqualified by the referee.
 6. After each round of game is played, the assigned volunteers will re-set the game layout for the next round.
-

ANNEXURE 9

NAGALAND SCHOOL SAFETY POLICY COMMITTEE/MEMBERS

**GOVERNMENT OF NAGALAND
NAGALAND STATE DISASTER MANAGEMENT AUTHORITY
HOME DEPARTMENT
NAGALAND: KOHIMA**

NOTIFICATION

Dated Kohima, 12th June, 2018.

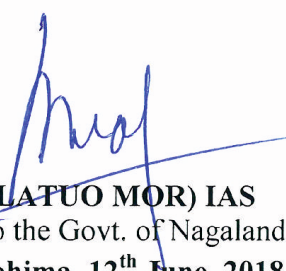
NO.NSDMA/NSSP/2012-13 (pt-1): In pursuance to the National School Safety Policy Guidelines issued by the National Disaster Management Authority (NDMA), Ministry of Home Affairs, the State Level Advisory Committee and Working Committee is hereby notified.

The State Level Advisory Committee members are:

- | | | |
|-------------------------------------|---|------------------|
| a) Secretary, NSDMA Home Department | - | Convenor |
| b) Chairman, NBSE | - | Member Secretary |
| c) Secretary, School Education | - | Member |
| d) Director, SCERT | - | Member |
| e) State Mission Director, RMSA | - | Member |

The State Level Working Committee members are:

- | | | |
|--|---|------------------|
| a) Additional Director, School Education | - | Convenor |
| b) Plan & Policy (DDMO), SDMA | - | Member Secretary |
| c) Consultant, School Education | - | Member |
| d) Chairman, DDMA Kohima | - | Member |
| e) District Education Officer (DEO), Kohima | - | Member |
| f) President, All Nagaland Private Schools Association | - | Member |
| g) General Secretary, All Nagaland Private Schools Association | - | Member |

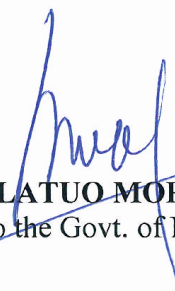

(ROVILATUO MOR) IAS
Secretary to the Govt. of Nagaland.
Dated Kohima, 12th June, 2018.

NO.NSDMA/NSSP/2012-13 (pt-1) /1289

Copy to:

1. The Commissioner & Secretary to the Hon'ble Chief Minister Nagaland, for kind information.
2. The OSD to Chief Secretary Nagaland, for kind information.

3. The Home Commissioner Nagaland, for kind information.
4. The Principal Secretary, School Education & SCERT Nagaland, for kind information and necessary action.
5. The Secretary, School Education Nagaland, for kind information for kind information and necessary action.
6. The Chairman NBSE Nagaland, for kind information.
7. The Director, SCERT Nagaland, for kind information for kind information.
8. The State Mission Director, RMSA Nagaland, for kind information.
9. The Additional Director, School Education Nagaland, for kind information and necessary action.
10. The Consultant, School Education Nagaland, for kind information.
11. The Chairman, DDMA Kohima Nagaland, for kind information.
12. The District Education Officer (DEO), Kohima Nagaland, for kind information.
13. The Plan & Policy Officer, SDMA Nagaland, for kind information.
14. All the concerned DDMA's Chairman, for kind information.
15. All the Concerned DEOs, District School Education, for kind information.
16. The President, All Nagaland Private Schools Association, for kind information.
17. The General Secretary, All Nagaland Private Schools Association, for kind information.
18. Office copy


(ROVILATUO MOR) IAS
 Secretary to the Govt. of Nagaland.

Special Thanks to...

SUB COMMITTEE MEMBERS

JEO, Office of the DEO Kohima
 Administrator, Public School Dzüvürü, Kohima
 Teacher, TM Govt. Hr. Sec. School, Kohima
 Teacher, John Govt. Hr. Sec. School Viswema
 Teacher, Dr. Neilhouzhü Kire Govt. Hr. Sec. School, Kohima



NAGALAND DISASTER MANAGEMENT **SCHOOL SAFETY** POLICY 2019