INDIVIDUAL EXERCISE WORKBOOK

PAKISTAN SCHOOL SAFETY FRAMEWORK

unicef 🌐

INDIVIDUAL EXERCISE WORKBOOK

PAKISTAN
SCHOOL
SAFETY
FRAMEWORK
(PSSF)

INDIVIDUAL EXERCISE WORKBOOK

PAKISTAN
SCHOOL
SAFETY
FRAMEWORK
(PSSF)

TABLE OF CONTENTS

INDIVIDUAL EXERCISE (IE)

AZHAR PUBLIC SCHOOL

Azhar Public School for Boys is located on Zahid Road in Rajanpur in South Punjab (in Tehsil Rojhan) at the bank of River Indus. Zahid Road is a small road, a little off from the Indus Highway, approximately 4 km away from Band Road. Rojhan has about 13,031 inhabitants, and is about 70 meters elevated above the sea level.

Rajanpur district is situated on both sides of River Indus, bounded on the north by Dera Ghazi Khan, on the east by Muzafar Garh and Rahim Yar Khan. Across the Indus River on the south, lies Jacobabad while on the on the west is District Dera Bugti and Barkhan of Baluchistan. On an area of 12,318 squares km, Rajanpur's population density is 90 persons per square km.

Flood affects district Rajanpur almost every year, primarily caused by two main factors: hill torrents and riverine floods. Just last year (2015), the monsoon season started in June/July with torrential rains that gave rise to heavy flash floods that affected areas of the Suleman Mountain range.

During the monsoon season, the three naalas in the surrounding areas namely Ganda naala, Darra & Kotli often over-flood with heavy rains, which also aggravate the situation in the hill torrent side of the district.

Being so close to the river bed, the eastern part of the district (Katcha zone) is also frequently hit by flooding from the Indus River during July/August when snow starts to melt in the Himalayas. This riverine flooding inundates a large part of the low lying areas along the river belt in all three sub-districts, namely Jampur, Rajanpur and Rojahn. The western part of the district is frequently affected by the flash floods which develop in the Suleiman mountain ranges. Both these hazards bring heavy losses in the two areas that cover roughly about 80% of the area and about 60% of the population, causing severe damage to mud houses, livestock, land and crops and other buildings.

In case of flash floods, local residents only have about 90 minutes or less to evacuate to a safe side, unlike riverine floods when there is usually longer time available for evacuation. Rojhan Police Station is located about 5 km away from the school where usually about 15 police officers are stationed at one time. The school building is surrounded by residential area on two sides. There is an empty plot at the back of the school building, from where an uphill clearing is on walking distance (about 800 meters away).

Azhar Public School a single storey primary school with total of 6 classrooms, 1 cafeteria, 1 auditorium/hall, admin office, Principal's office and staff room for teachers. 1 restroom with 3 stalls is located There is an additional restroom (single stall) located next to the staff room for teachers, and one inside the Principal's office. There is no play ground in the school, but there is a cemented open courtyard. There is also no library, computer lab or science laboratories. On average, there are about 30 children in each class. In every class, there is a hanging black board. There are no power sockets inside the classrooms.

Azhar Public School is a low-end private school constructed in 2007 by Prof. Azhar Siddiq who is also the principal of the institution. At the moment, the school has employed 12 teachers (all male), with 4 people in the administration. There are 4 children with disabilities enrolled in the school, although the building itself does not have any specific structural facilities to assist students with disabilities in mobility. School building is cemented but over the past few years, the floods have deteriorated the exterior walls and no restoration efforts have been made.
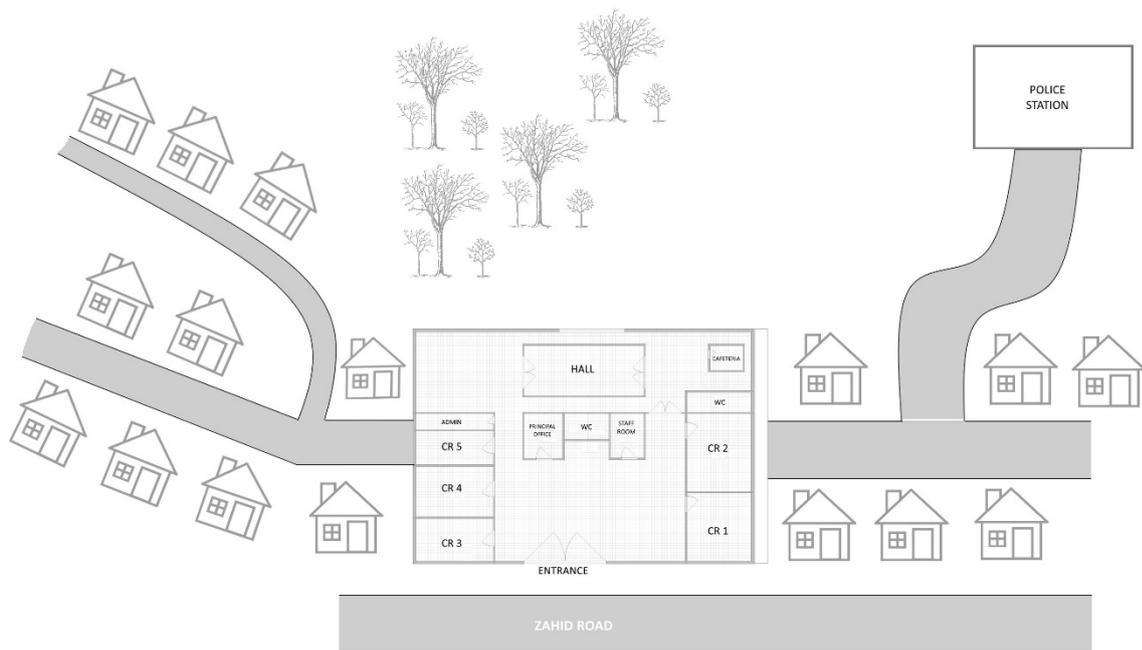
Last year, during the flood season, Azhar Public School suffered immensely. The courtyard got full of debris (branches, stones, mud and trees) while the insides of the classrooms also got full of mud. Furniture including chairs and tables was also covered in mud, to the point it was not even visible. The school building was fine at the time, but later developed some cracks. Even the school records in the admin office were submerged in water and mud along with other valuable school materials. There is a telephone set in the admin office, but is out of order quite often. Only few of the damaged materials were replaced later, and most of the furniture is now in a very bad shape.

In 2014, in the adjoining city of Muzafargarh, a school was taken hostage by certain miscreants. Since then, district administration has asked for a strict regime for school security in the area. However, Azhar Public School has a boundary wall that is only 6 feet high which is also dilapidated at few places. There is only one chowkidar who is also unarmed and stands by the front gate of the school. The back gate of the building is permanently locked.

Requirement:

You have been deputed as the Assistant School Security Officer by Prof. Azhar Siddiq who is the School Security Officer himself. Since you recently underwent NDMA's training on school safety, you have been asked to chalk out a School Safety Plan for Azhar Public School. The School Safety Plan must:

- » have a detailed profile of the school
- » have a room-by-room structural and non-structural risk assessment
- » contain a capacity inventory of school materials, equipment and facilities
- » encompass all the hazards the school region has faced in the past, and could potentially face in the future
- » highlight the area's vulnerabilities
- » have detailed profile of the School Safety Committee
- » the eight steps involved in planning and implementation schedule

You, as the School Security Officer, are solely responsible for the developing the plan and submitting it tomorrow, along with the evaluation pro forma checklist filled out, as per the SSP.

SCHOOL SAFETY PLAN (SSP)

PURPOSE

The purpose of this template is to provide a framework for the writing of a School Safety Plan. Those preparing a Plan for their school should follow the template in structuring the Plan.

CONTENTS

1. SCHOOL PROFILE

2. GEOGRAPHICAL SETTING OF THE SCHOOL

3. PURPOSES OF THE SCHOOL SAFETY PLAN

4. RISK ASSESSMENT

5. DISASTER MANAGEMENT CAPACITY INVENTORY

6. SCHOOL SAFETY COMMITTEE

7. EIGHT-STEP PLANNING AND IMPLEMENTATION SCHEDULE

8. SCHOOL MAP WITH EVACUATION ROUTES AND SAFE PLACES FOR ASSEMBLING

9. SCHOOL SAFETY PLAN DISSEMINATION

10. SIGNATURE AND ENDORSEMENTS

1. SCHOOL PROFILE

In this section add all the basic facts and figures required about your school. Many of them should be easily available from the school administrative focal point.

Wheelchair accessibility should not be taken for granted but actually tested. If relevant, under the appropriate heading, give details of the quality of accessibility and identify those areas of the school that are not accessible

If relevant, specify details of aids available for deaf and mute children

A 'functional Parental Teacher Council' is one that is known to the school community, meets on a regular basis, keeps accurate records and makes public its decisions. A Parent Teacher Council which has a token and inactive membership is not considered as 'functional'.

EMIS Code _____   Date of Profile Update _____

Name of School _____

Name of Principal _____   Tel No. _____

Village/Town _____   Union Council _____

Tehsil _____   District _____

Province _____

Village/Town population _____   Number of households _____

Land registered in the name of:
□ District Revenue & State; □ Education ; □ Others

Name/contact numbers of nearest police station: _____

_____

Location of/distance from nearest military check post: _____

_____

Copy of registered documents available with:

☐ District Revenue &State; ☐ Education ; ☐ Others

School Building Constructed by _____ in year _____

School Safety Retrofitting Undertaken by _____ in year _____

Number of classrooms _____

Total number of staff _____ male _____ female _____

Total number of teaching staff _____ male _____ female _____

Total number of non-teaching staff _____ male _____ female _____

Total number of staff with special needs and disabilities_____ male _____ female ____

Total number of students enrolled _____ male _____ female _____

Number of students with special needs and disabilities _____ male _____ female ____

Disabilities present in the school (i.e. number of students with each disability)

Physical incapacity/restricted mobility □ Yes (number: ____)

Blindness/visual incapacity □ Yes (number: ____)

Deafness/hearing incapacity □ Yes (number: ____)

Learning difficulties/mental retardation □ Yes (number: ____)

Fire extinguishers   ☐ Yes (number: ____) Last inspection date____; ☐ No

Wheelchair accessibility for students with mobility disabilities   ☐Yes; ☐ No
 If yes, give details _____

Aids available to assist deaf and mute children   ☐ Yes; ☐ No

If yes, give details _____

Science laboratories   ☐Yes (number: ____); ☐ No

Library   ☐ Yes; ☐ No

Play ground   ☐ Yes; ☐ No

Boundary wall   ☐ Yes; ☐ No

Demarcated plot   ☐ Yes; ☐ No

Functional Parent Teacher Council   ☐ Yes; ☐ No

2. GEOGRAPHICAL SETTING OF THE SCHOOL

2.1. Surrounding Terrain

In this section describe the surrounding terrain of the school, i.e. its closeness to river and other water features; whether it is in a valley, on a plain, or in the mountains, whether it is surrounded by mountains; whether there is a main road close by; how close other buildings and constructions are; the uses, agricultural and otherwise, to which the surrounding land is put. Include, too, details of the school's elevation above sea level in meters. Ask the relevant local government office for information on this, if necessary.
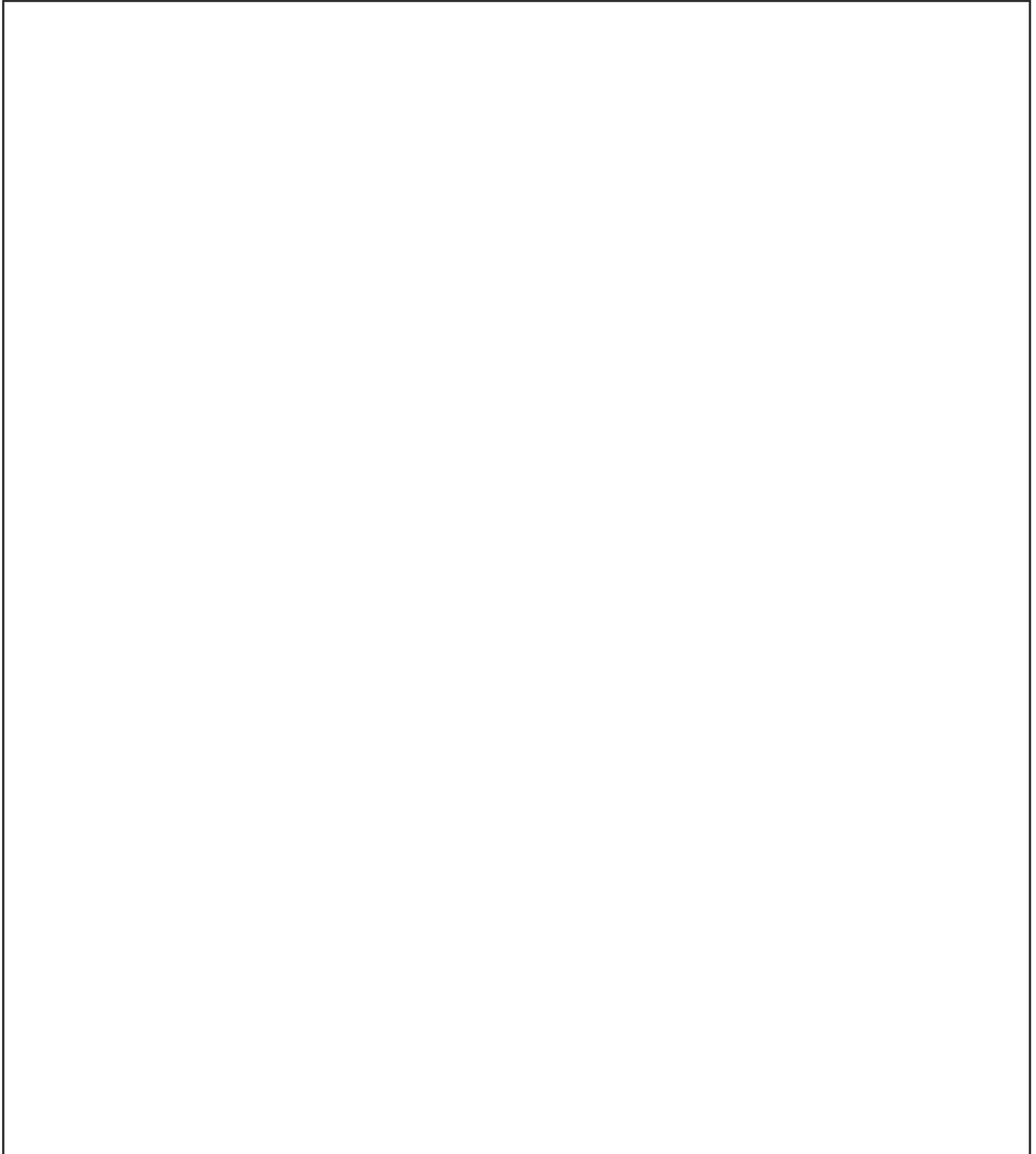
2.2. Map or Aerial Photo

In this section add a map or aerial photograph of the school surroundings with an arrow or circle pin pointing the location of the school.

3. PURPOSES OF THE SCHOOL SAFETY PLAN

In this section simply use the purposes as set out in the template and the eight-step box.

» To identify and manage disaster risk to which the school might be exposed

» To develop awareness across the school community of disaster risk and disaster risk reduction

» To develop preparedness, prevention, mitigation and response programs for all risks identified

» To lay out how the school will set about implementing the eight-steps towards School Safety

---

Eight Steps Towards School Safety

Step 1: Orientation and Sensitization of the School Community

Step 2: Formation of the School Safety Committee

Step 3: Conducting a Risk Assessment of the School

Step 4: Developing the School Safety Plan

Step 5: Developing an Education Continuity Plan

Step 6: Conducting Drills and Evacuations

Step 7: Mobilizing the School as a Disaster Management Learning Organization

Step 8: Mobilizing the School as a DRR Community Hub

---

4. RISK ASSESSMENT

Completing this section calls for the active involvement of the Parent Teacher Council (PTC) including the principal. Please note that completion of the school risk assessment should be a consultative process and involve different stakeholders, including students.

4.1. Room-by-Room Structural and Non-Structural Assessment

This template should be used to assess each classroom and also other rooms in the school such as stores, washrooms and canteens. Those who taking part in the assessment should list all risks they see, discuss what can be done to minimize or remove each risk and decide on the priority level of action needed in each case. As the assessment team visits each room, imagine potential impacts caused by likely hazards.

Room Name/number _____

Hazards putting the room at risk _____

	Potential Risks (e.g. injury, exit liable to block)	What can be done	Priority Action Level (U=Urgent; M=Medium Priority; L=Low Priority)
Furniture			
Technical Equipment			
Desks			
Chairs			
Storage Cabinet			
Windows			
Ceilings			
Ceiling Lights			
Ceiling Fans			
Doors			
Floor			
Power Source			
Water Tanks			
Wall Hung Writing Board			

4.2. Common Area Structural and Non-structural Risk Assessment

This template is designed to record the assessment made of risks in common areas of the school and its immediate vicinity, such as the walls and roofs of the buildings, outside and inside stairs, and the school ground generally. For 'general soil type and condition' simply describe features such as level of moisture, degree of smoothness of the surface, slipperiness and gradient.

1. Risks in the immediate vicinity of the school

2. Risks in the school grounds (including play grounds)

3. General soil type and condition of the school grounds

4. Dangers presented by the age, height and general condition of the school building(s)

5. Dangers presented by the age and general condition of the school roof

6. Dangers presented by the general condition of outside and inside stairs and by any perimeter walls enclosing the school grounds

7. Any other dangers presented by, for instance, pests, water leaks, holes, sharp edges and open and unguarded access to the school

4.3. Outside Hazards Potentially Affecting the School

This section calls for the risk assessment team to list any hazards that might strike the school. In doing this, bear in mind past hazard and disaster history and the annual calendar of hazard events (both to be recorded in 4.4) but also hazards and disasters that have occurred in close-by locations and which might strike locally.

Hazard	Warning Signs & Signals (yes/ no and if 'yes', of what type)	Suddenness and Speed of Onset (slow/rapid)	Frequency of Occurrence (seasonally, yearly, once in a while)	Likely Duration (the length of time within which impact of hazard is felt)	Time of Year When Most Likely to Happen (particular seasons/ months, anytime)	Elements at Risk /Potential Impacts at School

4.4. Past Disasters Affecting the School and Surrounding Area

Historical Profile of Past Disasters				
Month& Year	Nature of Disaster	Impact on the Area	Impact on the School	Secondary Hazards Arising (e.g. Epidemic)

Annual Hazard Calendar												
Hazard	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec

4.5. Especially Vulnerable Features of the School, its premises and surrounding land area

This section should summarize the most vulnerable features of the school, its grounds and adjacent lands. It should provide the summary of all the information gathered under 4.1 and 4.2.

Inside the School Building

Inside the School Grounds

In the Land Adjacent to the School Premises

4.6. Summary of Risk Assessment Key Findings and Actions for Risk Mitigation

This section should provide an overall summary of both risks and key steps to be taken in reducing or removing those risks. Disaster risk mitigation measures at school include structural measures (e.g. building retrofit, raising plinths), non-structural measures (e.g. fastening furnishings, high water-proof storage, rainfall/ water fall monitoring, rainwater harvesting) and environmental measures (e.g. tree planting, seed banks).

Action priorities should be consulted with key school stakeholders. In deciding on actions, be honest about the school's present capacities to move ahead by itself and/or with external support. Determine who need to be involved in realizing the action priority and what resources and costs are involved. It is important to draw on existing strengths and expertise at school. Consider concrete steps to be taken according to different time periods: short-term (up to 12 months), mid-term (12-36 months) and long-term (beyond 36 months).

Description of the specific risk	Actions to be taken to address the risk	Steps involved	Schedule (start time and end time of action)	Person(s) Responsible

5. DISASTER MANAGEMENT CAPACITY INVENTORY

5.1. School Materials, Equipment and Facilities Capacity Inventory

For this section simply list all the school materials, equipment and facilities that can be called upon in time of hazard or disaster. The quality and accessibility of each item listed should be rigorously examined and honestly reported. Spaces left blank are intended to signal that the assessment team can add as many other items as they wish.

Item	Number (**Indicate '0'** for missing/required items)	Quality/Condition (1=poor quality; 2=reasonable quality; 3=good quality)	Location	Accessibility in Times of Urgency (1=poor accessibility; 2= reasonable accessibility; 3=good accessibility)
Fire extinguishers				
First aid boxes				
Stretcher				
Torches				
Ladders				
Thick ropes				
Temporary shelter (Tents, tarpaulins)				
Signposted assembly points				
Signposted evacuation routes				
Open spaces away from the buildings				
Disability friendly assembly points and evacuation routes				
CCTV camera				
Security posts				
Firearms				

5.2. School Human Resource Disaster Risk Management Capacity Inventory

For this section it is enough to simply tick one of the boxes but it would also be helpful to write a short paragraph adding details such as number of teaching and non-teaching staff trained and content and nature of the training, number of PTC members trained and how students and parents have been familiarized with the school disaster risk management.

Person(s)	Yes	No
Principal trained in disaster risk management		
Trained teacher with primary responsibility for taking forward risk management		
Functioning Parent Teacher Council (PTC) with a disaster risk management function		
Other teaching staff trained in disaster risk management		
Other non-teaching staff trained in disaster risk management		
Students familiarized with disaster risk management		
Parents familiarized with disaster risk management		
School chowkidar equipped with shotgun and familiar with shotgun use in place		

Details
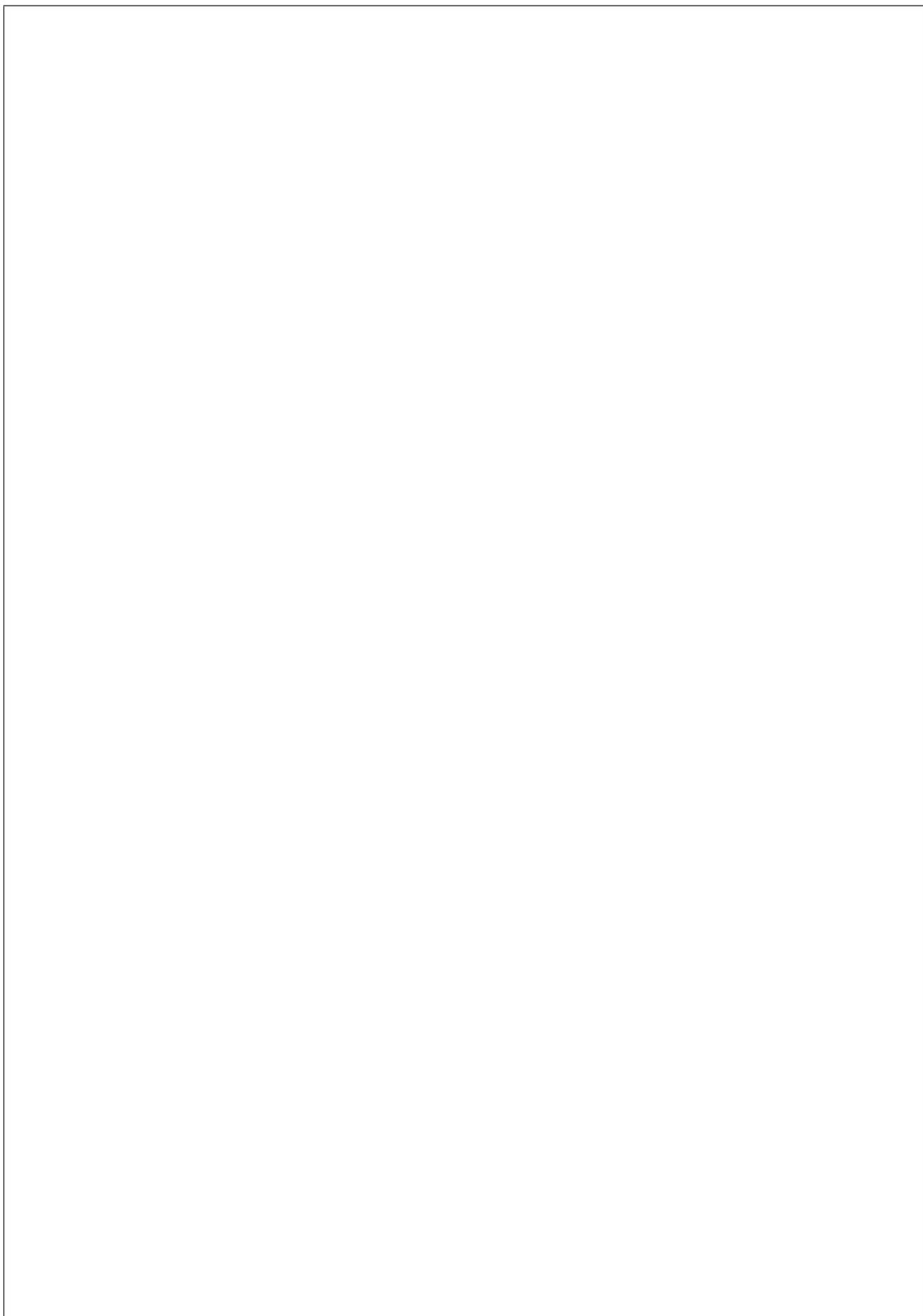
5.3. Outside School Disaster Risk Management Support Facilities and Units

In this section list all outside agencies that can be called upon in the face of a hazard or disaster emergency. Ensure that the contact numbers are emergency, continuously-manned numbers. Again, there are blank spaces for adding other facilities and units of local relevance and importance.

Facilities	Place	Distance from School	Estimated Time to Reach a Facility (Minimum and Expected Maximum Times)	Contact Number
Hospital				
Clinic or Health Unit				
Police Station				
Fire Station				
Civil Defense / Rescue 1122 Focal Point				
Disaster Management Focal Point				
Humanitarian Assistance Focal Point				
Cluster Lead School				
Other _____				
Other _____				

6. SCHOOL SAFETY COMMITTEE

6.1. Members

For this section simply list relevant SSC members, their position, name and contact number.

No.	Members	Name	Contact Number
1			
2			
3			
4			
5			
6			
7			
8			
9	Co-opted Volunteer 1		
10	Co-opted Volunteer 2		
11	Co-opted Volunteer 3		

6.2. Disaster Management Roles and Responsibilities

» To create a safe and secure learning environment for students

» To prepare and monitor the implementation of the School Safety Plan (SSP)

» To organize activities promoting in student awareness of safety and resilience in school and community

» To support the development of a whole-school culture of safety and resilience

» To encourage staff as they implement government-mandated safety and resilience- building topics in the curriculum

» To provide funds for safety needs and requirements identified by students, parents and teachers

» To monitor the performance of teachers with regard to classroom learning on safety and resilience

» To institute special prizes for students showing leadership in safety and resilience building

» To ensure safety and evacuation facilities are sensitive to the needs of special needs children

» To prepare and implement the eight-step process to School Safety ensuring consultation at each step with community members, parents, students and community disaster management committee

» To conduct or have conducted risk, hazard, vulnerability and capacity assessment of the school in consultation with community members, parents, students and village disaster management committee

» To ensure involvement in risk assessment is experienced by every student as part of their learning

» To organize, monitor and review the effectiveness of mock drills and evacuation simulations

» To hold periodic but regular reviews and consultations to update the school safety plan

» To ensure the timely and satisfactory completion of all activities related to school-based risk management falling under the eight-step plan

» To ensure that evacuation route maps and emergency exit maps are prominently displayed in the school and that signing pointing the evacuation routes is prominently displayed along the routes leading away from the school

» To ensure that, in an appropriate form, information in the School Safety Plan is loaded onto Education Management Information System (EMIS).

7. EIGHT-STEP PLANNING AND IMPLEMENTATION SCHEDULE

7.1. The Eight-step Plan: Implementation Details

7.1 and 7.2 are for the School Safety Committee to complete, led by the principal. Before it is completed, there should be a wide consultation with all concerned parties and the School Safety Plan should spell out precisely what is being done under each of the eight-steps.

Step 1: Awareness raising on DRM across the school community

Step 2: School Safety Committee events including PTC elections

Step 3: Conducting disaster risk assessments

Step 4: Revising the School Safety Plan

Step 5: Developing and improving the Education Continuity Plan (i.e. for emergencies)

Step 6: Conducting drills and evacuation simulations

Step 7: Mobilizing the school as a disaster management learning organization

Step 8: Linking school disaster risk management to community disaster risk management

---

7.2. The Eight-step Plan: Implementation Details

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug
Step 1: Awareness raising on DRM across the school community												
Step 2: School Safety Committee events including PTC elections												
Step 3: Conducting disaster risk assessments												
Step 4: Revising the School Safety Plan												
Step 5: Developing and improving the Education Continuity Plan (i.e. for emergencies)												
Step 6: Conducting drills and evacuation simulations												
Step 7: Mobilizing the school as a disaster management learning organization												
Step 8: Linking school disaster risk management to community disaster risk management												

8. SCHOOL MAP WITH EVACUATION ROUTES AND SAFE PLACES FOR ASSEMBLING

Insert here a polished version of the school map produced as part of the school risk assessment. It should identify evacuation routes, assembly points and safe places to go in times of emergency.
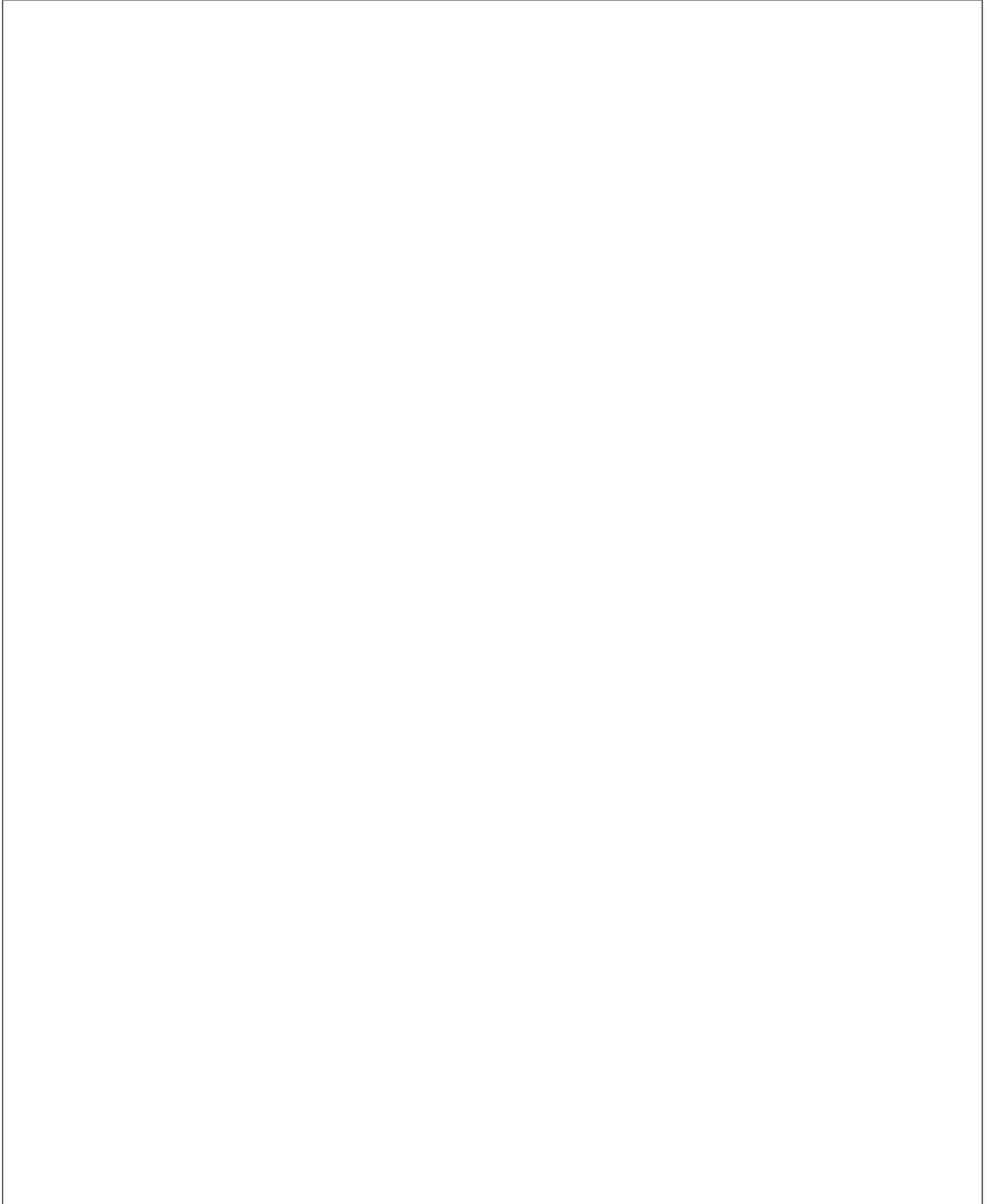
9. SCHOOL SAFETY PLAN DISSEMINATION

This section is to be used for explaining how details of the School Safety Plan and its implementation will be made known to the wider school community, i.e. to students, teaching and non-teaching staff, parents and community members. Some dissemination initiatives are mandatory, i.e. they must happen (see completed section). Others are 'school-specific', i.e. for the school to decide upon. Innovation and ingenuity are welcomed!

9.1. Mandatory

1. Holding periodic but regular reviews and consultations to update the SSP involving teachers, parents, community members and students.

2. Ensuring that the latest SSP is available and made known to all members of the school community including students, for whom a simple and reader-friendly version should be displayed in commonly frequented areas of the school.

3. Organizing a schedule of events for the school community (teachers, parents, community members, students) to reinforce awareness of the SSP and its eight steps

9.2. School-specific (i.e. which the school on its own volition has chosen to do)

10. SIGNATURE AND ENDORSEMENTS

The completed document should be signed by those indicated.

Principal of the School:	Signature:	Date:
PTC Parent Chair:	Signature:	Date:
Verified by District Focal Person:	Signature:	Date:
Countersigned by District Education Officer:	Signature:	Date:

EVALUATION CHECKLIST

	0 Not Evident	1 Somewhat Evident	2 Evident	3 Strongly Evident	Not Applicable
Prevention and Mitigation					
Safe Site Selection *Site of the school clearly showing the surrounding area (photographs taken)*	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan				
1. *The school site has been identified and selected based on a child-inclusive natural hazard risk assessment*					
2. *The area is not prone to* • *Floods* • *Hurricanes* • *Thunderstorms and Lightning* • *Windstorms* • *Extreme Cold /Extreme Heat* • *Earthquakes* • *Landslides* • *Debris Flow* • *Tsunamis* • *Fires* • *Wildfires* • *Drought*					
3. *The area is not in or near a flood plain.*					
4. *Flash floods may not occur without warning.*					
5. *It is safe to walk through flood water if you see the ground under it*					
6. *After flood waters recede from a roadway, the road is not dangerous.*					
7. *Warm humid conditions are not highly favourable for thunderstorm development.*					

8. There are no prolonged periods of excessive heat combined with excessive humidity.					
9. School buildings and facilities are not located on or below an active or potential slope movement zone. (Indicators for slope movements can be: inclined trees, previous landslides, irregular slope surface and wet and muddy soil).					
10. Facilities are located on a site, free from hazards, in areas protected from: • high air pollution • loud or constant noises • heavy traffic • unsafe buildings • deep excavations • radiation or radon hazards • pits • abandoned wells • other risks of entrapment • any other unsafe or harmful environmental elements.					
11. The school surroundings are free of evidence of • Potentially toxic or odorous emissions, such as mould, affecting the indoor environment • Excessive Dust • Objectionable Odour					
12. There are no leaking transformers immediately adjacent to the school.					
13. There are no industrial facilities adjacent or in close proximity to the school.					
14. There are no multi-story buildings adjacent to the school.					

15. The surrounding area is free from • Abandoned vehicles • Sidewalk hazards (holes, cracking, etc.) • Trucks/bus idling • Rubbish • Pest infestation • Dead animals • Traffic/pedestrian hazards • Hazardous materials					
16. The surrounding area is free from • Unsafe water • Insufficient water • Vector-borne diseases • Poisonous animals • Rodents and hazardous insects • Other animals (e.g. dogs)					
17. There is protection from physical threats like • Traffic and transport • Violence and crime • Injuries • Extreme heat and cold • Radiation					
18. There is protection from • Chemical threats • Air pollution • Water pollution • Pesticides • Hazardous waste and materials					

19. The premises are • Not adjacent to a highway. • Not off a major (4-lane) road. • Not on a busy residential road (not divided by a median). • Not near an industrial area. • Not near a transportation hub • Not near railroad tracks (within 1000 yards) • Not near a gas pipeline. • Not near a park. • Not adjacent to a business area (e.g. grocery, convenience, fast food, etc.)					
20. The school site has been identified and selected based on a security risk assessment involving professional input					
21. The following are observed: • No vandalism in neighbourhood • Low student mobility • No gang activity in neighbourhood • No crime in neighbourhood • No poverty in neighbourhood • No trespassing on school grounds • No parents withdrawal of students due to safety concerns					

22. Selection of site for construction of a school building is based on: • Soil testing and technical recommendations • Geological and hydrological surveys • Land depression and elevation assessment • Temperature, humidity, wind current and direction assessment • Hazard and vulnerability assessments • Accessibility to the site especially during emergencies • Availability of and accessibility to safe drinking water • Consideration of proximity to mountains/hills, river and river distributaries, delta and coast • Availability of and accessibility to basic civic facilities such as electricity, natural gas, basic medication					
23. The site selection takes in protection (safety and security) aspects especially for girl students and female teachers. The site should is such that the students and teachers feel safe inside the building and on the way to the school. The building location, meets the requirements of people with special needs					
24. The site selection has not caused harm for the adjacent communities (for example it is not constructed in the natural way of flood or rain water as the building will resist it that may cause flooding in the surrounding area).					
25. The site selection take in climate change aspects as due to the climate change the frequency, intensity and scale of weather-based disasters may fluctuate.					

Building Code Compliance

Full view of the building from all sides (photographs taken)

☐ Before the implementation of school safety plan

☐ After the implementation of school safety plan

26. The school is built in compliance with the SBC-07 and building codes of the country as applicable to the specific region of the school					

27. The design is prepared after detailed technical feasibility (including potential for enrolment for at least 10 years so that the space required for accommodating the children could be determined)					
28. It takes in all engineering aspects i.e. civil, public health, architecture, mechanical and electrical					
29. DRR specialist(s) are part of the designing team					
30. It considers the hazard and vulnerability aspects like earthquake, riverine and flash floods, cyclone, rains, and water-logging					
31. It considers seasonal and weather aspects like summer and winter temperature variations, wind flows and directions, humidity etc.					
32. If the selected areas are flood-prone, the design of school buildings takes in all factors for 50-100 year flood i.e. the flood event may exceed the defined flood event, the flood water velocities, the depth of submersion of building or a portion, flood level, foundation material due to excessive scour, mudslide and landslip and debris impact loading, hydrostatic and hydrodynamic actions, wave actions from wind					
33. The differences between flood characteristics, flood loads and flood effects in riverine and coastal areas in terms of wave effects, depth, duration, direction of flow and debris are considered while preparing design					
34. For cyclone-prone areas, the design takes in cyclone resistance factors especially storm surge and wind loading considerations					
35. The design takes in non-structural issues that are mainly concerned with the protection of utilities such as electrical, plumbing, and heating, ventilation, and other mechanical services					
36. The design includes the materials to be utilized with clear technical specifications for all the hazards the building will be prone to					

37. The plan considers different construction technicalities (four construction approaches) • flood-resistant, • raised flour/footing structure, • flood resilient and • combination of raised floor and flood resilient					
38. *The building design takes in protection (safety and security) aspects especially for girl students and female teachers. The design is such that the students and teachers feel safe inside the building. The building has a boundary wall strong enough to withhold the impact of identified potential hazards. The washrooms are constructed in such a way that the girls and female teachers feel no privacy issues*					
39. *The building design and construction meets the requirements of people with special needs*					
40. *The building design and construction process has not caused harm for the adjacent communities (for example it is not constructed in the natural way of flood or rain water as the building will resist it that may cause flooding in the surrounding area).*					
41. *The building designing and construction take in climate change aspects as due to the climate change the frequency, intensity and scale of weather-based disasters may fluctuate.*					
Builder Training					
42. *Builders, masons and other technical personnel engaged in school building construction were trained in implementing the building code and in using disaster resilient building techniques.*					
43. *Builders, masons and other technical personnel engaged in school building retrofitting were trained in implementing the building code and in using disaster resilient building techniques.*					
44. *For selection of contractors and awarding contracts of school buildings, the selection criteria was taken into consideration which includes technical expertise of the contractor and his skilled labour for construction of building as per the specific building code and design*					

45. The masons and other technical personnel engaged for construction are extensively trained in the building code and building design					
46. The building code includes minimum quality indicators for site selection, designing, material and construction process, and drinking water sources and water quality					

Retrofitting of Schools with unsafe infrastructure/ buildings

47. The school has been assessed by qualified professionals for multi-hazard safety against all types of natural calamities and security against man-made hazards with a view to undertake retrofitting and/or enhanced measures as needed in order to minimize potential harm to students and school staff.					
48. A systematic plan for continuing assessment of risks in the school building is in place					
49. Retrofitting standards specified in the building code have been followed.					

Fire Safety

Fire fighting equipment (photographs taken)

☐ Before the implementation of school safety plan

☐ After the implementation of school safety plan

Storage areas for hazardous materials (photographs taken)

☐ Before the implementation of school safety plan

☐ After the implementation of school safety plan

50. The school is regularly assessed for fire safety					
51. Measures were taken to ensure fire safety prior to school construction					
52. Measures are taken during school maintenance to ensure the school is compliant with fire safety codes and best practices.					
53. Fire safety equipment is kept in dedicated locations in sufficient amounts to cover all fire eventualities					
54. Thatched roof, inflammable material is not used in school construction particularly in the kitchen shed.					
55. Inflammable and toxic material is not stored in the school building.					

56. There is adequate supply of water for fire fighting purpose.					
57. Fire extinguishers are installed at prominent places in each block of the school.					
58. Fire extinguishers are checked monthly and serviced annually					
59. Expiry dates are clearly written					
60. Fire extinguishers are easily accessible					
61. All exits and exit corridors are free from obstructions					
62. Exits are properly marked					
63. Each classroom equipped with security grills has at least one with a releasable latch					
64. Exit signs are clearly visible					
65. Fire extinguisher training is conducted regularly					
66. Emergency routes are posted					
67. Emergency lighting are operable in a single action					
68. Exits unlocked & operable in a single action					
69. Fire alarms tested monthly					

Non-structural Mitigation

All entrances and exits (photographs taken)

☐ Before the implementation of school safety plan

☐ After the implementation of school safety plan

Evacuation routes and safe places for assembling (photographs taken)

☐ Before the implementation of school safety plan

☐ After the implementation of school safety plan

70. Awareness raising, training and education in emergency preparedness are included in the School Safety Plan					
71. Non-structural mitigation measures, such as clear exits, emergency escape routes and signposting together with avoidance of combustible materials and fastening of classroom items are in place					
72. School furnishings and equipment have been assessed for safety risk and steps taken to minimise the risk					

School Security Measures	
School boundary wall (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
School playground and exterior (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
School interior including photographs of corridors with clearly visible doors and windows (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
Staircases (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
Classrooms (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
Washrooms (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
School canteen (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
Laboratories (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
Parking areas (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
Security posts (photographs taken)	☐ Before the implementation of school safety plan ☐ After the implementation of school safety plan
73. The school is equipped to ensure the security of its occupants l against intruders, bomb threats and terrorist attacks					
74. The school building is regularly monitored for safety and security by the appropriate authorities					

75. Surveillance mechanisms and systems are in place					
76. The external boundaries of the school are guarded and only passable at guarded entrances					
77. There is a central alarm system in the school.					
78. The main entrance is visible from the main office.					
79. There is only one clearly marked and designated entrance for visitors.					
80. In case of multiple entries to the building each one is controlled and supervised.					
81. Administrative staff maintain a highly visible profile					
82. Signage directing visitors to the main office are clearly posted					
83. Visitors are required to sign in.					
84. Visitors are issued I.D. cards or badges.					
85. Proper identification is required of vendors, repairmen.					
86. All staff - Full and part-time staff are issued ID cards that are worn in a manner that is visible at all times					
87. The following areas are properly lighted: • Corridors • Bathrooms • Staircases					
88. Corridors are supervised by staff.					
89. Washrooms are supervised by staff.					
90. Doors accessing internal courtyards are securely locked from the inside					
91. Exit signs are clearly visible and pointing in the correct direction.					
92. Switches and controls are properly located and protected.					
93. Access to electrical panels is restricted.					
94. Directional lights are aimed at the building.					

95. Friends, relatives or non-custodial parents are required to have written permission to pick up a student from the school				
96. Students are required to have written permission to leave school during school hours.				
97. Full and part-time staff including bus drivers, are issued I.D. cards or other identification.				
98. There are written policies regarding access and control of school personnel using the building after school hours.				
99. Staff members who remain after school hours are required to sign out.				
100. One person is designated to perform the following security checks at the end of day that: • All classrooms and offices are empty and locked • All washrooms are empty • All exterior entrances are locked • All night lights are working • Alarm system is working				
101. Consideration has been given to replace interior doors with large windows to doors with small windows				
102. The P.A. system work properly • It can be accessed from several areas in the school • It can it be heard, and understood, outside				
103. Consideration has been given to establish a greeters window inside first set of exterior doors (must be manned at all time)				
104. Convex mirrors are used to see around corners in corridors				
105. Convex mirrors are used to see up and down staircases				
106. All exterior doors have signs requiring visitors to report to the main office to sign in and obtain I.D.				
107. Consideration has been given to installing Proximity Readers on certain exterior doors				

108. Consideration has been given to install flashing lights on exterior of building to warn staff and students outside, of problems					
109. Exterior light fixtures are securely mounted.					
110. Mechanical rooms and hazardous storage areas are locked.					
111. School grounds are fenced. (Best height that prevents unauthorized entry is 6-8 feet with a turned top to restrict scaling)					
112. Gates are secured by locks					
113. Restricted areas are clearly marked					
114. Shrubs and foliage are trimmed to allow for good line of sight.					
115. All poisonous shrubs, trees, and foliage have been removed.					
116. Shrubs near building have been trimmed "up" to allow view of bottom of building					
117. Bus and other vehicles loading and drop-off zones are clearly defined.					
118. Access to bus loading area is restricted to other vehicles during loading/unloading.					
119. Staffis assigned to bus and other vehicles loading/drop off areas.					
120. There is a schedule for maintenance of: • Outside lights • Locks/Hardware • Storage Sheds • Windows • Other exterior buildings					
121. Parent drop-off and pick-up area is clearly defined.					
122. Speed breakers are in place to restrict vehicle speeds.					
123. There is adequate lighting around the building.					
124. Lighting is provided at entrances and points of possible intrusion.					
125. The school ground is free from trash or debris.					

126. The school is free of graffiti.					
127. Play areas are fenced.					
128. Visual surveillance of playground areas is possible from a single point.					
129. Playground equipment has tamper-proof fasteners					
130. Visual surveillance of bicycle/motorcycle stands is possible.					
131. Visual surveillance of parking lots is possible from main office.					
132. Parking lot is lighted properly and all lights are functioning					
133. Accessible light lenses are protected by some unbreakable material					
134. All areas of school buildings and grounds are accessible to patrolling security personnel.					
135. Students/Staff are issued parking stickers for assigned parking areas					
136. Student access to parking area is restricted to arrival and dismissal times.					
137. Staff and visitor parking has been designated					
138. Outside hardware has been removed from all doors except at points of entry.					
139. Ground floor windows: • no broken panes, • locking hardware in working order					
140. Basement windows are protected with a grill.					
141. Doors are locked when classrooms are vacant.					

142. High-risk areas are protected by high security locks and an alarm system • Main office • Cafeteria / Canteen • Computer Labs • Art rooms • Science labs • Sick Room • Electrical Rooms • Phone line access closet					
143. Unused areas of the school can be closed off during after school activities.					
144. There is two-way communication between the main office and: • Classroom (each classroom has a phone or direct intercom connection) • Duty stations • Staff and faculty outside building (all locations have communications) • Buses					
145. Students are restricted from loitering in corridors, grounds, and washrooms.					
146. "Restricted" areas are properly identified.					
147. There are written policies restricting student access to school grounds and buildings.					
Review/Quality Supervision and Control 148. The school conducts regular, at least once yearly, reviews of its structural and non-structural prevention and mitigation interventions					
School Preparedness and Risk Reduction					
Building Maintenance 149. The school buildings undergo full monitoring and maintenance at least once every year					
School Risk Assessment/School Safety Plan 150. The school periodically conducts a disaster risk assessment that is participatory (i.e. involving all school stakeholders)					

151. The school has a School Safety Plan informed by the findings of the most recent school risk assessment					
152. A School Safety Committee, with appropriately wide and varied representation, is in place that takes the leading role in disaster management planning and implementation					
153. Emergency Response Teams are formed, trained and active (an Early Warning Team, an Evacuation Team, a First Aid Team, a Search and Rescue Team, a Site Security Team)					
154. School risk, vulnerability, resource and capacity maps have been developed and are posted in a prominent place in the school					
155. The plan is reviewed on an annual basis					
156. Plan developed by the School Safety Committee and reviewed by management.					
157. The school has established a well-coordinated School Safety Plan with law enforcement and other crisis response agencies.					
158. Categories listed in the plan should include, but may not be limited to, the following: • Natural Disasters • Accidents • Acts of Violence • Death • Loss of power • Fire • Earthquake					
159. The following components of the School Safety Plan are practiced on a regular basis • Lockdown • Lockout • Shelter in place • Evacuation of Building					
Physical and Psychosocial Protection					
160. The school has appropriately trained teachers who are able to promote the physical and psychosocial well-being of their students					

161. The Student Conduct Policy is in place.					
162. The Student Conduct Policy is reviewed and updated annually.					
163. Disciplinary consequences for infractions to the Code of Conduct are fairly and consistently enforced.					
164. Alternatives to suspensions and expulsions have been built into the discipline policy and are consistently used.					
165. Behavioural expectations and consequences for violations are clearly outlined in the Code of Conduct, including sanctions for weapon and drug offenses and all other criminal acts.					
166. The policy provides a system(s) whereby staff and students may report problems or incidents anonymously.					
167. Specific policies and/or procedures are in place that detail staff members' responsibilities for monitoring and supervising students outside the classroom, such as in corridors, cafeteria, washrooms, etc.					
168. An incident reporting procedure for disruptive and violent students and incidents has been established.					
169. The incident reporting system is reviewed and updated annually					
170. Students have access to conflict resolution programs.					
171. Students are assisted in developing anger management skills.					
172. Diversity awareness is emphasized.					
173. Programs are available for students who are academically at-risk.					
174. Students may seek help without the loss of confidentiality.					
175. Students and staff are aware of bullying consequences and programmes are in place to prevent verbal, physical, and non-physical bullying such as emails, threats, and exclusion.					
176. Character education is taught as part of the curriculum.					

177. Administrators and staff (including security) are trained in conflict resolution methods.					
178. School safety and violence prevention information is regularly provided as part of staff development plan.					
179. The school provides adequate recognition opportunities for all students.					
180. Parents are aware of behavioural expectations and are informed of changes in a timely manner.					
181. There is a provision in place for looking after the psychological well-being of students of linguistic, ethnic and religious minorities					
182. Learning activities are used on a recurrent basis to meet the fears and worries of students concerning possible disasters					
Participatory School Safety and Coordination Mechanisms 183. The school takes a participatory approach to disaster management that involves students, parents, other community members in the practicalities of disaster management.					
184. All school staff, parents/guardians, students, district/provincial government institutions involved in school safety are made aware of and given the chance to contribute to School Safety Plan and their implementation.					
185. Parent/Teacher Council meetings regularly include an agenda item on disaster management					
186. The SSC includes representatives of parents, students and community members					
187. The SSC meets once per month					
188. There are close links and joint actions between the SSC and the CDMC					
189. The school aspires to be the hub for community-based disaster risk reduction and management					
190. Students are represented on the School Safety Team.					

191. The school provides opportunities for student leadership related to violence prevention and safety issues. Students are adequately instructed in their responsibility to avoid becoming victims of violence (i.e., by avoiding high-risk situations)					
192. The community supports the school's programmes and activities that teach safety and non-violence.					
193. School activities, services, and curricula reflect the characteristics of the students and the community.					
194. School safety planning reflects the neighbourhood, including crime and hazardous conditions.					
195. Parents are an integral part of the school's safety planning and policymaking. Community groups are involved in the school's safety planning.					
Education Continuity Plan					
196. The school has an education continuity plan that can be put into action within at latest 72 hours of any natural or man-made disaster occurring.					
197. The education continuity plan lays out details of alternative learning sites and facilities, a flexi-timetable, roles and responsibilities, plans for child protection and psycho-social support, available learning materials and alternative teaching methods					
Standard Operating Procedures and Contingency Planning					
198. The school has SOPs on: evacuation, safety and security drills (fire drills, earthquake drills, security drills), first aid, search and rescue.					
199. The school has a contingency plan in place with a well thought out scenario against any type of hazard to which it is vulnerable.					
200. The SOPs and contingency plan are revised and updated on yearly basis but also immediately after any disaster					
201. Based upon the SOPs regular drills and evacuation simulations, some announced, some unannounced, are conducted at least every three months					

202. Members of Evacuation Team have been identified including School Personnel • Law Enforcement • Fire Officials • Emergency Responders • Other					
203. Responsibilities have been assigned.					
204. Types of drills have been identified					
205. Timings of the drills have been identified					
206. Participants of the drill have been identified					
207. Purpose & Scope of Drill has been drafted					
208. Specific items, procedures, protocols that will be drilled have been identified					
209. School Safety and Security Procedures have been reviewed with all school personnel and students.					
210. Emergency duties have been reviewed					
211. Parents have been notified of the schools drill plan.					
212. Communication protocols have been reviewed and tested					
213. Emergency alert/announcement clearly communicated and understood throughout the school facility					
214. Students and staff feel safe and secure in following procedures and protocols according to the school's emergency procedures					
215. Teachers/classrooms have a means/method to communicate with the main office					
216. Procedures for students and staff in corridors, washrooms and open areas are being followed					
217. Procedures for students and staff in the cafeteria / canteen and outside the building are being followed					
218. Debriefing sessions are conducted to discuss lessons learnt and/or measures for improvement including key stakeholders					
219. After-Drill Report is prepared to share with key stakeholders.					

220.It includes observations regarding the drill and makes recommendations for improvements.					
221.Plans and procedure are reviewed and updated as necessary per the After-Drill Report.					
222.The improvement plan identifies specific corrective actions, assigns them to people responsible and establishes targets for their completion.					
223.Drills are conducted at different timings for e.g.: break time, arrivals and dismissal time. etc.					
Awareness Raising/Advocacy/Capacity Building					
224.The school has a regular program of disaster risk reduction awareness-raising activities to which parents, students, teachers and community members are invited					
225.The school creates awareness and promotes engagement with disaster preparedness and risk reduction using means such as bulletins, special events, displays and exhibitions					
226.Professional training is available to teachers on how to play an influential and creative role in School Safety					
227.Professional training is available to teachers on teaching disaster risk reduction to students and on how to involve students in awareness raising and advocacy					
228.Learning materials on disaster preparedness and risk reduction are available for teachers to use with their classes					
229.The school self-consciously seeks to become a 'disaster management learning organization' that encourages lively engagement of all in School Safety					
Child-centred Disaster Preparedness and Risk Reduction Education					
230.Classroom learning time is made available for students to gain the knowledge and develop the attitudes and skills necessary for playing an active part in school and community disaster preparedness and risk reduction					

231. Extra-curricular occasions and events are made available to students for active learning about disaster preparedness and risk reduction.					
Performance Monitoring and Evaluation					
232. Every key aspect of school disaster preparedness and risk reduction is monitored and evaluated on a yearly basis.					
233. A comprehensive monitoring mechanism and indicators were developed to ensure the building code(s) were strictly complied with while site selection, designing, budgeting, material selection, construction and DRR aspects					
234. Monitoring and evaluation are conducted in a participatory way with all the school community involved in the process and outcomes being shared with the community.					
235. The outcomes of the yearly monitoring and evaluation process are purposefully fed into the further development of the School Safety Plan.					
Response and Recovery					
Rapid Needs Assessment					
236. After a disaster rapid assessment is conducted at the school to identify needs, possible courses of action and resource requirements.					
237. Rapid needs assessment has been conducted by relevant authorities.					
238. Information gathered has been shared with relevant authorities.					
Post-crisis Psychosocial Support for Students					
239. Post-disaster, students were guided and counseled through the trauma of the disaster crisis just passed through					
240. Post-disaster trauma management measures and activities are in place					
241. Students discuss their hazard and disaster experiences with their peers.					
242. Students give their input in the post crisis evaluation.					

243. Students are actively involved in rehabilitation and recovery efforts.					
Performance Monitoring/Evaluation/ Planning for New Cycle 244. When the disaster crisis had somewhat abated, the school's Prevention and Mitigation and Preparedness and Risk Reduction *measures were evaluated and lessons learned identified.					
245. The opinion of all stakeholders is recorded					
246. Report has been prepared with recommendations of future steps to be taken.					
247. Monitoring and evaluation process has been followed					

Pictorial Evidence

It is mandatory for each school to take photographs of the areas specified below. Photographs to be taken before and after the implementation of School Safety Plan (wherever applicable). Please put a tick (√) in the boxes in the checklist (wherever applicable).

1. Site of the school (clearly showing the surrounding area).

2. Full view of the building from all sides.

3. All entrances and exits.

4. Evacuation routes and safe places for assembling.

5. School boundary wall.

6. School playground and exterior.

7. School interior including photographs of corridors with clearly visible doors and windows.

8. Staircases.

9. Storage Areas including those for hazardous materials.

10. Washrooms.

11. School Canteen

12. Laboratories (if any).

13. Parking areas.

14. Security posts (if any).

15. Fire-fighting equipment.

16. Any other area which requires immediate attention.

Scoring System

Award of score and marks:

1. 0 stands for "Not Evident'

2. 1 stands for 'Somewhat Evident'

3. 2 stands for 'Evident''

4. 3 stands for 'Strongly Evident'

5. No marks will be given for "Not Applicable". The total number of "Not Applicable statements would be deducted from the total number of statements

6. Sum of marks obtained would be divided by the total marks and multiplied by hundred to arrive the percentage secured.

7. Calculation for determining the safety standard to be done as follows:

Total Marks Obtained

_____   X   100   =   _____ %

(Total Number of Questions X 3)

8. School Safety Standard _____

School Safety Standard	Required Score
Ideal	With a score of not less than 90 % in any of the components
Desirable	With a score of not less than 70 % in any of the components
Minimum	With a score of not less than 50 % in any of the components