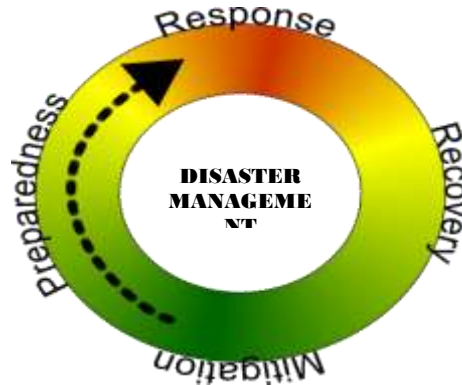
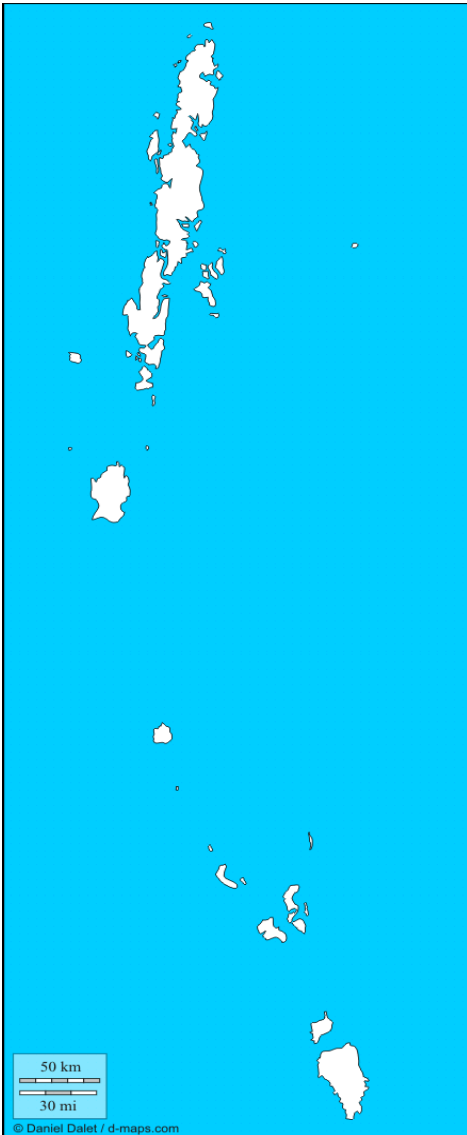


SCHOOL SAFETY PROGRAMME

Guidelines for School Safety Disaster Management Plan



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**GUIDELINES FOR SCHOOL DISASTER MANAGEMENT PLAN IN
ANDAMAN & NICOBAR ISLANDS**

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INTRODUCTION:

Andaman & Nicobar Islands constituting nearly one-fourth of India's coastline are located in a region identified under seismic zone V, corresponding to high incidence of seismic activity. The Islanders are highly vulnerable to Natural Hazards such as Tsunamis, Earthquakes and Cyclones. Due to the geographical spread over 700 kms. in 572 Islands. The inhabitation of these Islands becomes highly vulnerable.

According to census 2011, Andaman & Nicobar has a population of **3,79,944**. The number of literates is 2,93,695. The literacy rate of persons of seven years age and above is 86.27%. The age of seven and above is taken for this purpose because children below seven years of age are not expected to learn alphabets. Male literacy is 90.11% and female literacy is 81.84%. There are 399 schools in Andaman & Nicobar Islands spread over in **36 Islands**. Of these, 307 are managed by the Department of Education, 4 by Kendriya Vidyalaya Scheme, 2 are Government aided schools, one is maintained by Municipal Council and 74 are privately managed schools. In 2003 the Zilla Parishad in collaboration with Vivekananda Kendra has established additional 12 Primary schools.

Out of 307 Government schools, 43 are in tribal areas. The schools have a total of 84660 students including 5908 tribal students. Education is provided in five mediums viz, English, Hindi, Tamil, Telgu and Bengali. All the schools are affiliated to CBSE. The percentage of girl students is 48.61% and percentage of female teacher is 50%. There are 4394 teachers totally. The student teacher ratio is 19:1. Considering the need of education among the Primitive tribes of Andaman & Nicobar Islands 2 Asharam schools have been established in the Nicobar Group of Islands.

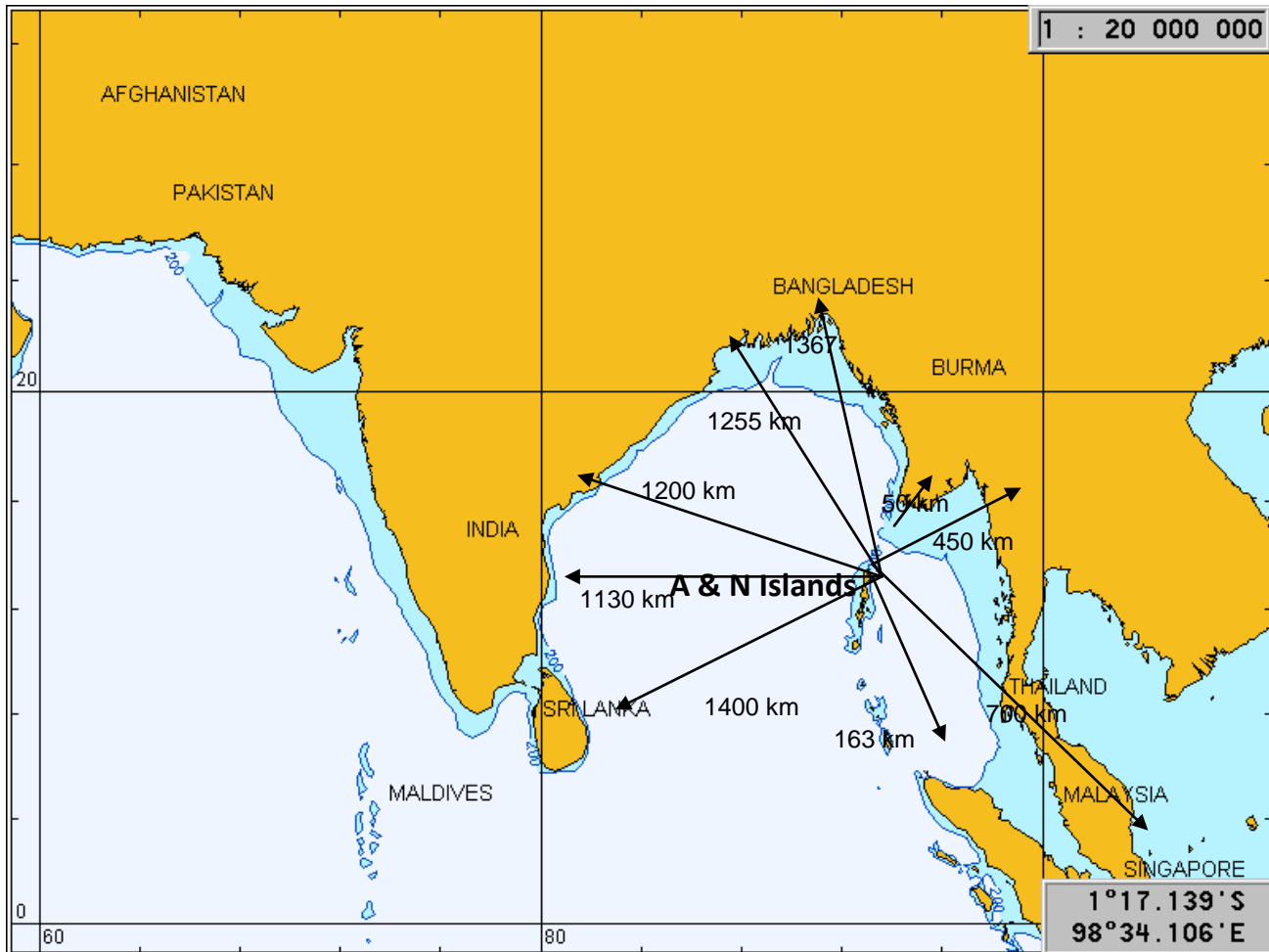
To care for the educational, physical, nutritional and psychological needs of a child in the age group of 3 to 6 years, department provides Pre-Primary Education through pre-Primary classes attached to the schools. At present 5699 children are attending the 129 Pre-Primary classes including 24 independent Pre-Primary schools managed by the private bodies.

The 2004 Tsunami in Andaman & Nicobar Islands has directly or indirectly affected the school communities and their process. There have been heavy losses in terms of educational infrastructure and the education process throughout the Islands.

Almost 120 schools were severely damaged out of 323, and the children were severely affected due to loss of schools. School Safety is one of the important areas of activity of A&N Administration. The program has been developed to outreach the vulnerable groups within the school premises. The target beneficiaries are the school children and teachers. Children spend a considerable amount of their time in school and it's imperative to work in school settings. Hence the vulnerability of these children would be addressed through Disaster Risk reduction activities, both structurally and non-structurally.

The children community are the best medium of educating the parents and thereby the communities. During any emergency, it is observed that the children pass through the psychological trauma as there are no coping mechanisms. Hence children have the right to be educated through interactive platforms such that they gain knowledge on Disasters and put in practice during emergencies.

Location of the A&N Islands



1. **SCHOOL DISASTER MANAGEMENT PLAN:**

The School Disaster Management Plan will be prepared by the School Disaster Management Committee. Therefore first the school disaster management committee will have to be formed. A workshop shall be conducted in which the members of the school disaster management committee shall participate. The participants of the workshop will be guided at the workshop and develop the school disaster management plan.

Schools Disaster Management Committee

Following members shall from the school disaster management committee (SDMC).

Chair	Principal/Head of the school
Member from government	Tehsildar for Sr. Sec. Schools & Sec. Schools, Revenue Inspector for Middle Schools & Patwari for Primary Schools
	SHO/Police Representative
	Medical Officer/ Representative
	Fire Officer/ Representative
Members from school	Physical Education Teacher
	Science/NCC/Scouts Teacher
	Coordinator of warning & Evacuation Task Force
	Coordinator of Search & Rescue Task Force
	Coordinator of Fire Safety/First Aid Task Force
Members from community	Representative from Parent Teacher Association,
	Pradhan/PRI Member

NOTE: The above compositions could be flexible according to the schools owing shortage of personnel/organization strength to constitute micro SDMC under the chairmanship of the Head of the School.

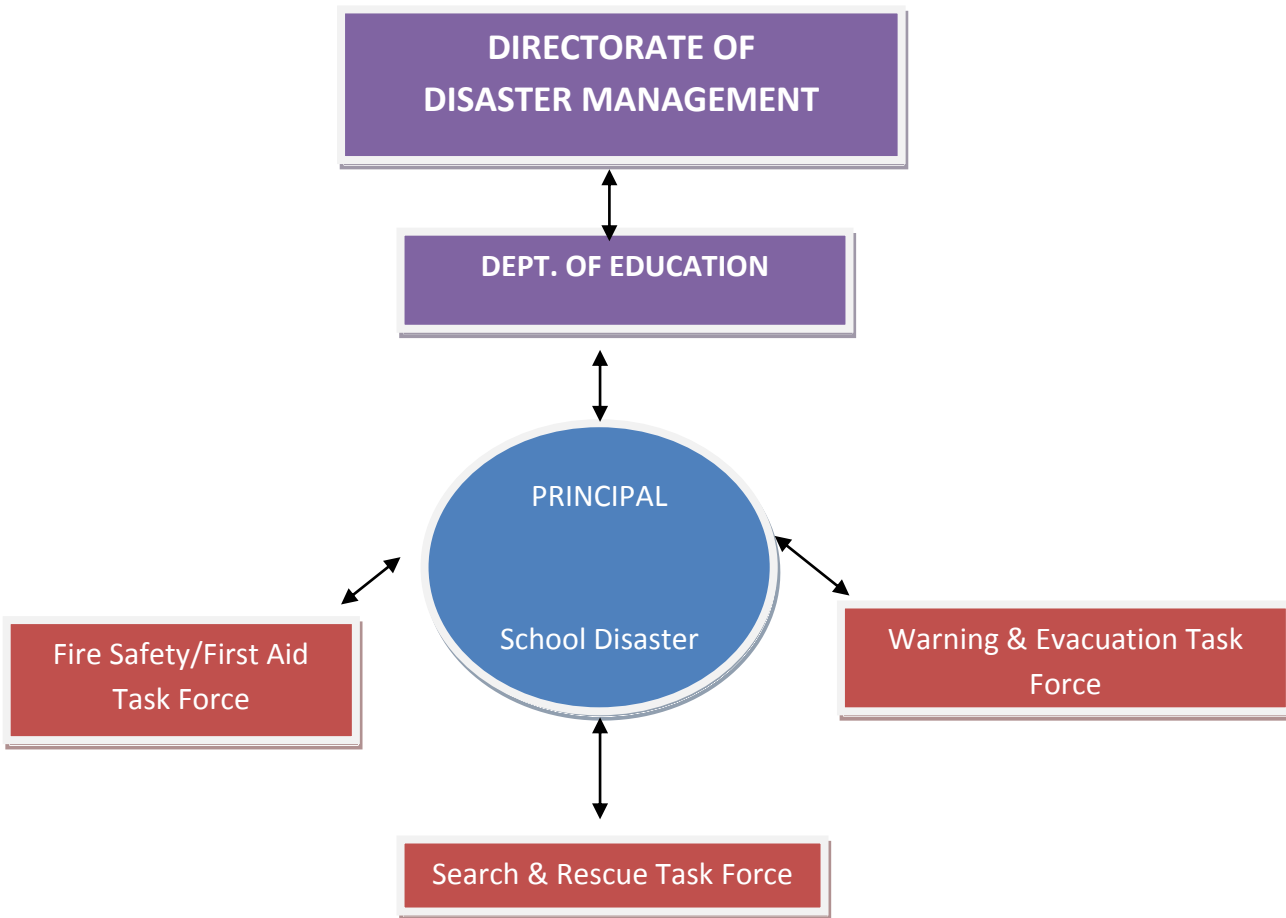
2. **SCHOOL DISASTER MANAGEMENT SYSTEM**

The School Disaster Management Committee will be assisted by the following task forces:

- Warning & Evacuation task force
- Search & rescue task force
- Fire Safety/First aid task force

Each task force will be headed and coordinated by one teacher and will have many students as members. It is important to give proper training to the task force members and periodic refresher trainings in concerned topics. Suggested syllabus for Search & Rescue and First Aid training is given in Annexure 10.

SCHOOL DISASTER MANAGEMENT SYSTEM CHART



3. Phases of Disaster Management Plan

The School needs to be preparing for the following phases of disasters.

Before Disaster	During Disaster	After Disaster
<ul style="list-style-type: none"> ➤ To check readiness of facilities for quick response. ➤ To take up activities for reducing disaster effects. ➤ To increase disaster management skills, to regularly carry out drills in schools, to raise awareness among students and staff. ➤ To take decisions to minimize losses 	<p>To quickly respond to a disaster situation, record damages, mobilization of task forces.</p>	<ul style="list-style-type: none"> ➤ To manage the safety and care of evacuees. ➤ To send students back to their homes in safe manner.

4. DUTIES & RESPONSIBILITIES

Various persons and groups are responsible for disaster management in school. Responsibility of these individuals and groups are given in this section. The responsibilities have been shown separately to before, during and after disaster.

I. SCHOOL DISASTER MANAGEMENT COMMITTEE

The School Disaster Management Committee will be responsible for guidance, monitoring and coordination of the disaster management in the school. Specific duties are given below.

- Draft the School Disaster Management Plan.
- Review and update the disaster management plan annually.
- Review budget and obtain funds for implementing the plan.
- Guide and monitor activities for reducing disaster effects.
- Guide and monitor action to remove or reduce problems outside the school.
- Guide and monitor action to remove or reduce structural problems inside the school.
- Guide and monitor action to remove or reduce non-structural problems inside the school.
- Delegate maintenance of equipments and tools.
- Assist in acquiring necessary awareness materials.
- Guide and monitor awareness activities including training of task forces and conducting mock drills

II. Principal/Head

The school principal/Head will have the overall responsibility for disaster management in the school specific duties at various phases are given below.

Before Disaster:

- Constitute School Disaster Management Committee.
- Constitute various task forces.
- Call meetings of School Disaster Management Committee for developing the School Disaster Management Plan and whenever necessary.
- Initiate action for reviewing and updating the disaster management plan annually.
- Prepare budget and obtain funds for implementing the plan.
- Take actions for reducing disaster effects.
- Take actions to remove or reduce problems outside school.
- Take actions to remove or reduce structural & non-structural problems inside school.
- Take action for maintenance of equipments and tools.
- Acquire necessary awareness materials.
- Initiate awareness activities.
- Organize training of task forces and conducting of mock drills.

- Initiate action to check readiness of facilities for quick response.
- Take decisions to minimize losses.

During Disaster:

- Call meetings of relevant task forces and take decisions to respond.
- Assess the situation and seek outside assistance if needed.
- Inform authorities about the situation and actions taken.
- Supervise task forces and provide guidance.
- Initiate action to assess damages.

After Disaster:

- Supervise task forces and provide guidance for managing the safety and care of evacuees.
- Arrange to send students back to their homes in safe manner.

III. Warning & Evacuation Task force

Before Disaster:

- Participate in training on disaster awareness.
- Prepare/collect necessary awareness materials and equipments/tools for evacuation.
- Conduct awareness & evacuation activities, Organize mock drills.
- Monitor and take regular updates from the media on the potential dangers. For example, weather forecast of floods, cyclones, etc.
- Assist the principal to maintain contact with Village Disaster Management Committee/Block Disaster Management Committee/district authorities.
- Display warning signs & evacuate route directions map.
- Disseminate information to all classrooms and teachers.
- Test special procedures for evacuating handicapped students.
- Check exists. Identify evacuation areas.
- Ensure that there are no non-structural problems present on the evacuation routes.
- Check condition of all equipments and tools for evacuation.
- Be prepared for special equipments needed for handicapped students.
- Coordinate with other task forces and inform them of the weather situation.

During Disaster:

- Give warning messages to the entire school in case of emergency.
- Duck, Cover and hold at the first sign of earthquake.
- If outside, move away from building, electric poles, electric wires & trees.
- Check Evacuation route and building conditions before evacuation.
- Evacuation in orderly manner as practiced in the drills.
- Assist the principal to report to the government response departments (SDM, fire Station, Police, DM)

- Assist the evacuation team in the process.
- For a chemical accident, provide safety information to the entire school.

After Disaster:

- Continue monitoring the various information sources.
- Keep reporting on the disaster situation to all concerned task forces and coordinate with them.
- All members of Task Force to assemble at a pre-identified location.
- Collect the equipments & tools needed by the task force.
- Ensure that emergency assembly area is accessible and safe.
- Disseminate safety tips and if any additional assistance is required for evacuation.
- Take attendance of students and determine the missing students inform to Search & Rescue Task Force.
- Cooperate with district administration in preparing updates and disseminating information.
- In case school is used as shelter for public, inform the shelter staff about latest updates and weather reports.

IV. Search & rescue task force

Before Disaster:

- Participate in training on disaster awareness.
- Buy/collect necessary equipments and tools for Search & rescue.
- Conduct and participate in Search & Rescue trainings.
- Test special procedures for rescue of handicapped students.
- Participate in mock drills.
- Ensure that essential materials are available and accessible.
- Ensure that the task force members are up-to-date with their training.

During Disaster:

- Duck, Cover and hold at the first sign of earthquake.
- If outside, move away from buildings, electric poles, electric wires & trees.

After Disaster:

- All members of the task force to assemble at a pre-identified location.
- Collect the equipments and materials needed by the task force.
- Start search & rescue operation in orderly manner as practiced in the drills to locate missing students.
- Check the every room in the school building for any structural damage and rescue the injured.
- In case of structurally damaged building, call for outside rescue team. Locate the missing persons without going inside the building, by hailing search method.

- Reports the location of injured to the outside rescue team and assist them in rescue.
- Inform First Aid Task Force.
- Look for obvious structural damages, mark dangerous areas and inform the principal.

V. Fire Safety/First Aid Task Force

Before Disaster:

- Participate in training on disaster awareness.
- Collect necessary equipments & tools for fire safety and medicines for first aid.
- Make sure that first aid supplies are up-to-date and always complete.
- Place Fire fighting equipments at appropriate location and ensure the equipments are in working condition always.
- Keep health cards (containing information on special medicines being regularly taken by any student or staff) up-to-date.
- Conduct and participate in fires safety/first aid trainings/mock drills and refresher trainings every year.
- Be aware of any special medical requirements of students or staff and ensure that 1-2 days medicines are kept on stock and regularly updated.
- Ensure that all fire-prone areas such as chemical lab, canteen, kitchen etc. are properly protected.
- Display Safety Posters.
- Check the expiry dates of medicines.
- Ensure that the task force members are up-to-date with their training.

During Disaster:

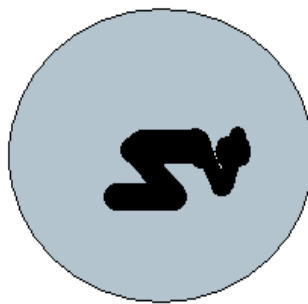
- Duck, Cover and hold at the first sign of earthquake.
- If outside, move away from building, electric poles, electric wires & trees.
- Drop, Cover and roll if catch fire.

After Disaster:

- All members of the task force to assemble at a pre-identified location.
- Collect the equipments and materials needed by the task force.
- Administer first aid to the rescued persons, tag the patients and record all cases and treatments.
- Determine the need for further medical assistance and coordinate requests for assistance through the principal.
- Check and confirm the existence of fire report to the Principal.
- In case the electrical fire, turn of the electric main switches.
- Control fire if possible and ensure personal security.
- Identify potential cause a fire and seek maintenance staff assistance in removal of condition.
- Identify obvious structural damages, mark dangerous areas and inform the principal.

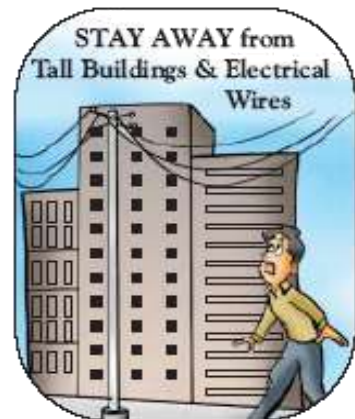
5. Do's & Don'ts

DURING AN EARTHQUAKE



Dos & Don'ts

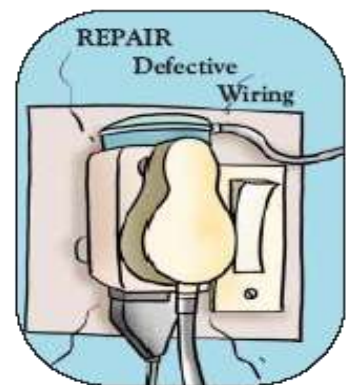




DURING A FIRE ACCIDENT



Dos & Don'ts



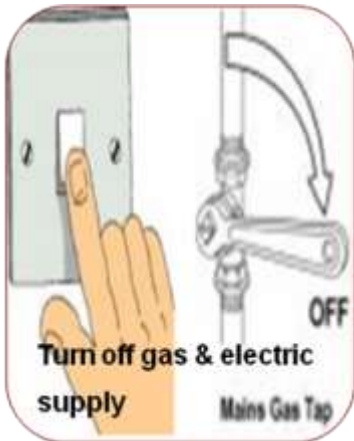


DURING CYCLONE



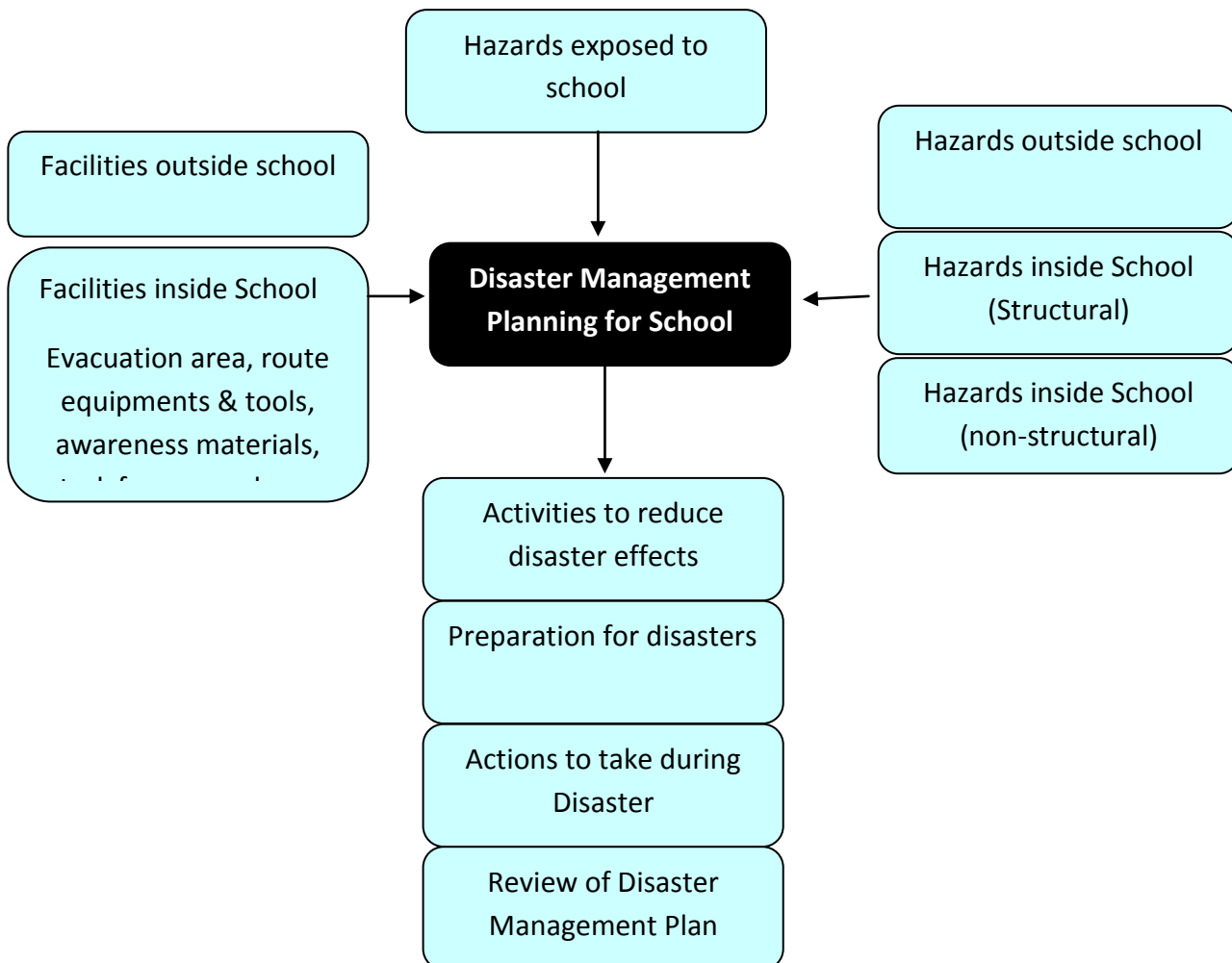
Dos & Don'ts





6. Preparation of School Disaster Management Plan

The School Disaster Management Plan will be developed by first analyzing the dangers threatening the school, problems outside the school and inside the school, and facilities available within the school and outside. Then the problems should be considered one by one and think how each of the problems activities and the actions to be taken when a disaster happens will be planned.



7. School Details

In this section, provide the address of the school and details of school strength in the following format:

Name of the School		
Name of the Principal		
Contact Details	Telephone :	
	Mobile :	
	Email :	
Address		
Type of School	Municipal School	Private School
	Morning Shift	Afternoon Shift
School timing		
Total Students		
Teaching Staff		
Management Staff		
School Board	ICSE	CBSE

Class	Boys	Girls	Disabled	Kind of Disability

8. Dangers threatening the School

The dangers (hazards) that are threatening to strike the school should be identified through discussion. The Members of the school disaster management committee will have the knowledge and experience of the dangers faced by the school. They can recall their past experiences and make a list of the dangers in the following table. Specify the threat level of the danger as high (H), medium (M), low (L), or Zero (0). The level of threat is a combined assessment of the frequency and damage potential of a danger.

Some types of dangers are listed below. Only the dangers that are relevant to the school should be listed.

Type of Danger	Level of Threat	Past Experiences
Earthquake		
Flood		
Cyclone		
Fire		
Chemical Accident		
Stampede		
Civil Disturbance		
Medical Emergency		
Explosive/Bomb Threat		
Road Accident		
Hostage/Kidnap		
Act of Terror/War		
Other		

Hazards

There may be hazards (vulnerabilities) existing in the neighbourhood as well as inside the school that may make disaster management difficult. All such hazards should be identified and should be eliminated.

9. Hazards outside the School

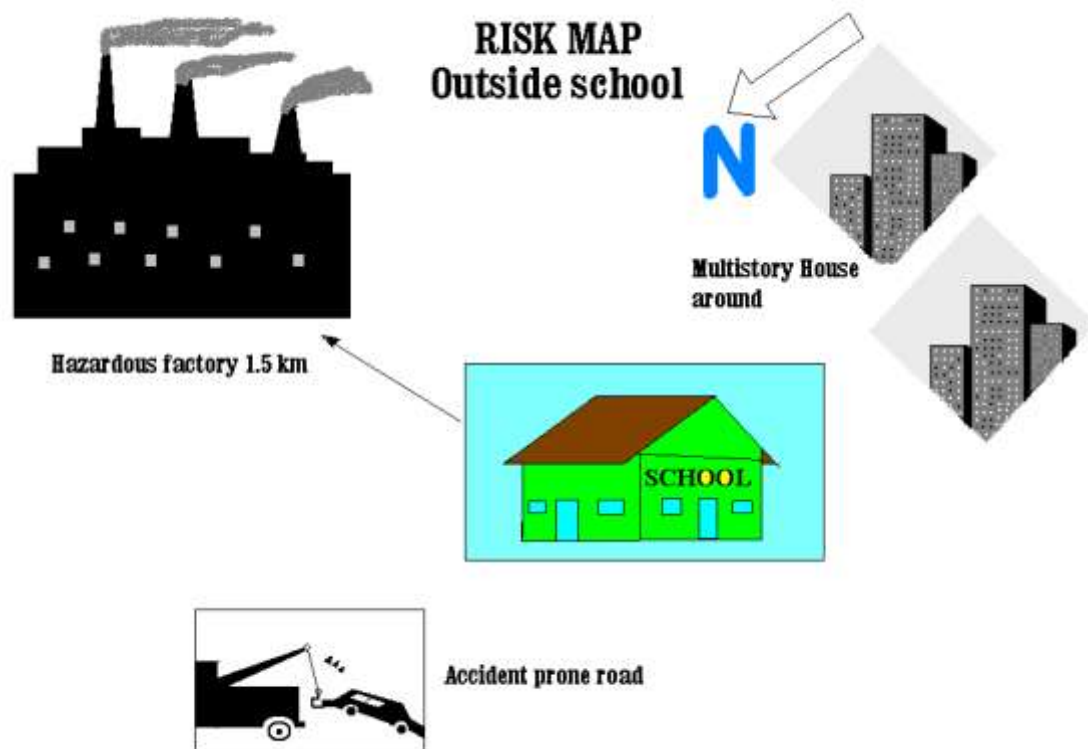
Hazards existing outside the school should be identified and listed. A risk map can be prepared by showing the various problems existing outside the school and their relative location with respect of the school. This risk map can displayed in the school and it will be useful to understand the existing dangers in the neighbourhood. An example of a risk map is given here. The map may be sketched by hand. The map should be represented in a simple manner for the teachers and students to understand. The north direction may be marked on the map.

Some samples are given below.

Type of problem outside school	Description of the problem
Access to School	Roads around the school are narrow; Accident-prone road.

	School is surrounded by multi-storey housed on three sides and jhuggies on fourth side; Dangerous open drains outside the school.
Industries in the vicinity	Chemical Industry at a distance of 1.5 km Nuclear Power plant at a distance of 5.0 Km.
Flood prone area	Low-lying area existing on the west side of the school that gets inundated during rainy season.
Topography	School buildings are located on mountain slope.

10. Risk Map (Out Side the School)



11. Problems inside the school-structural problems

There may be structural defects existing within the school in the building, roads, drains, etc. All defects pertaining to structure should be identified after inspecting buildings, class rooms, laboratories, etc. Technical help should be taken to finalize the information. Examples of structural weaknesses are given below. Use the structural safely from for detailed assessment.

Location of Structural problem	Description of the problem
Block I	This building is 20 year old and has many visible cracks; may be dangerous in the event of an earthquake.
Block II	Roof of this building is made of asbestos, may be weak against cyclone.
Compound Walls	
Roads	
Drains	Drains inside the school premises are choked.

12. Problem inside the school Non-structural problem

Sometime, even if the school building is not affected by earthquake, certain elements kept loosely such as cupboards, computers, wall clocks may topple and fall and cause injuries. The number of stairs or the number of exist gates from a building may not be sufficient for emergency escape of the opening may be blocked. Such are called non-structural risks. Heavy furniture, free standing cabinets, book cases, water heaters, gas cylinders, hanging plants, framed pictures, refrigerators, lamps and mirror should be firmly fastened in place. All such non-structural risks should be identified and listed. Use the Non-structural mitigation itemized inventory from (see Annexure) for detailed assessment.

The following question can be asked to identify non-structural problems:

- Are free standing cabinets, bookcases and shelves secured to the walls?
- Are heavy objects moved from high walls?
- Are heavy trophies, shields removed from areas from where they can fall?
- Are computers secured properly?
- Are wall mounted clocks, maps, fire extinguishers secured properly?
- Are big trees away from the main building?
- Are chemicals stored in a way to prevent spilling?
- Is the laboratory material secured to prevent movement or breakage?
- Is ventilation adequate where chemicals are kept?
- Are classrooms and corridors well lit?
- Are objects near the doors secured so that they don't fall and block routes?
- Are classrooms well ventilated?

Some examples of non-structural problems are given below.

Location of structural problems	Description of the problem
Exit doors	Block I has two floors and 15 classrooms in each floor. But there is only one exit door from the building Block II has two exit doors, but one exit door is always kept locked.
Stair Case	Each building block has only one stair case. The stair case is at the end of the Block
Electric Meter Box	Main meter boxes are installed inside the building.
Block I	Narrow corridor
Block II	Free standing bookshelves in the library room
Room 24: Chemistry Lab	Chemical not secured properly in the chemistry laboratory.

13. Facilities for helping in disaster response

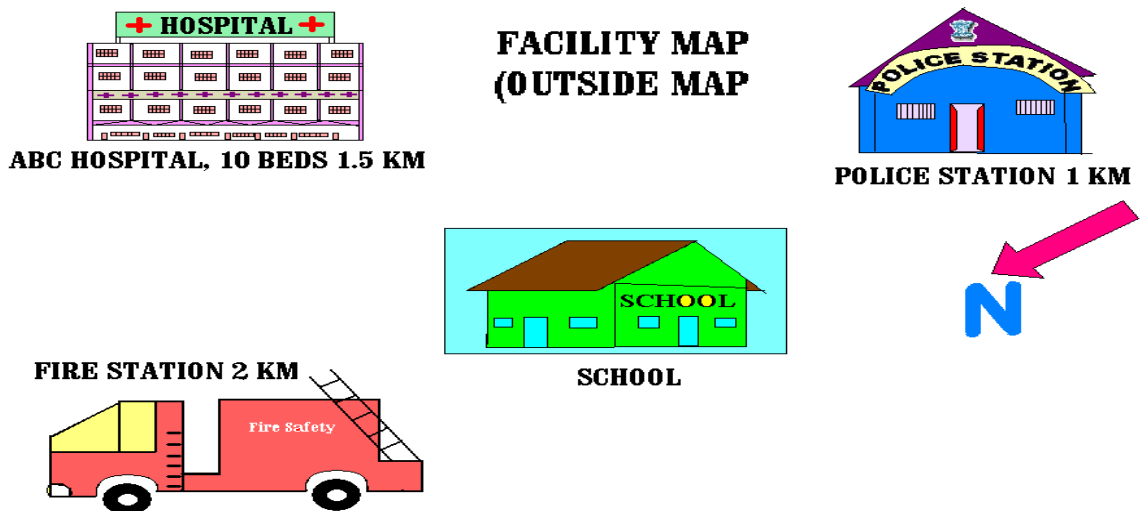
All resources available within and outside the school for helping in disaster response should be compiled. These can be physical facilities outside school such as fire station, hospital, evacuation area and shelter or materials and manpower.

14. Facilities outside school

A list of physical facilities existing in the neighbourhood outside the school should be prepared as follows.

Facilities	Distance	Contact Name	Telephone	Details
Police Station	1 km			
Fire Station				
Hospital				10 Beds
Taxi Stand				
Medical Store				

15. Facilities Map outside the school



A facility map can be prepared by showing the various facilities existing outside the school and their relative location with respect to the School. This map should show the location of nearest police station, fire station, hospital, ambulance, taxi stand, telephone booth, medical store, etc. This facility map can be displayed in the school and it will be useful to understand the existing facilities in the neighbourhood. An example of a facility map is given here. The map may be sketched by hand. The map should be represented in a simple manner for the teachers and students to understand the North direction should be marked on the map.

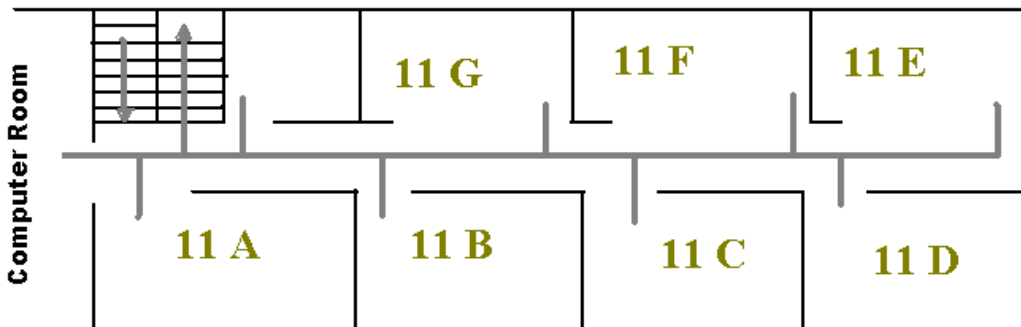
16. Evacuation Plan

Evacuation plan shows the safest and shortest exit routes from each room of the school building. The plan should also indicate the location of first aid kit, fire

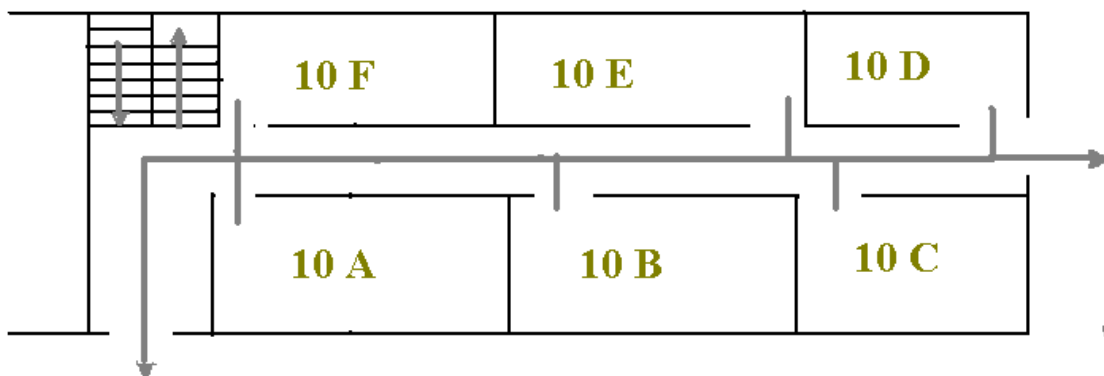
fighting equipment, search & rescue equipment, etc in the building which can be used during an emergency.

Safe evacuation places will be different for different types of disaster. In case of flood, evacuation from ground floor will have to be done to upper floor. In case of cyclone, it will be safer to evacuate students from upper floors to ground floor. In case of gas leakage from an Industry, it is safer to go to a place against the wind direction.

Students may have to be evacuated from the class rooms if necessary when an earthquake or fire occurs. Therefore, possible areas for evacuation should be identified and a map of evacuation areas should be prepared and added to the school disaster management Plan. The map should also indicate the safe evacuation route for each class. Open space away from buildings or open play ground can from the space for evacuation. A Strongly built hall or auditorium also can be a safe shelter. The procedure to make evacuation map is given separately. A sample evacuation map for a building of two floors is shown below to evacuate the students during an earthquake.



EVACUATION PLAN FOR FIRST FLOOR



EVACUATION PLAN FOR GROUND FLOOR

17. Equipments and tools

A list of materials available in the school useful for managing disaster situation should be prepared. Quantity of the materials and their locations should also be mentioned. Lists of necessary equipment and tools given in Annexure 3 to 6.

Type	Equipment	Quantity available	Location	Person-in-charge	Condition
Communication	TV				PA system

	Radio PA system Megaphone				not working
First Aid	First Aid Kit Medicines Stretcher				
Fire Fighting	Fire extinguisher Sand Buckets				
Search & Rescue	Ladder Rope Torch				No battery cells

18. Awareness material

A list of materials available in the school useful for providing disaster awareness should be prepared. Quantity of the materials and their location should also be mentioned.

Type of Awareness materials	Quantity available	Location	Person in-charge
Book on disaster education	15	Library	Librarian
Posters on earthquake safety	20		

19. Warning & Evacuation task force members

Member	Name, Class & Address	Phone No.
Senior Teacher		
Coordinator		
Geography Teacher		
Science Teacher		
Music Teacher		
Drawing Teacher		
Student – 1		
Student – 2		
Student – 3		

20. Search & Rescue task force members

Member	Name, Class & Address	Phone No.
Physical Education Teacher 1 (Coordinator)		
Physical Education Teacher 2		
NCC/ Scouts & Guides In-charge		

Student 1 (trained in Search & rescue)		
Student 2 (trained in Search & rescue)		
Student 3 (trained in Search & rescue)		
Student 4 (trained in Search & rescue)		
Student 5 (trained in Search & rescue)		

21. Fire Safety/First Aid Task Force Members

Member	Name, Class & Address	Phone No.
School Doctor/ Nurse/ First Aid In-charge (Coordinator)		
Biology/ Science Teacher		
Physical Education Teacher – 2 (Coordinator)		
Staff – 1 Trained in first Aid		
Staff – 2 trained in Fire Safety		
Student – 1 Trained in first Aid		
Student – 2 Trained in Fire Safety		
Student – 3 Trained in first Aid		

22. Activities for reducing disaster effects

During before disaster time, actions should be taken for reducing risks that were identified in the Disaster Management Plan. The risks identified were under the following categories.

- Risks outside school
- Risks inside the school structural defects
- Risks inside the school non-structural problems

Consider the risks, identified one by one and discuss what action should be taken, by whom, and when should the action be taken.

23. Actions to be taken to solve problems outside the school

Consider the risks identified outside the school one by one and discuss the actions to be taken to remove or reduce the problem. If the school main gate is located on a busy road, the school authorities may request the concerned authorities to make the road as one-way during specified hours, or fix traffic signal.

An example is shown below. All risks identified should be considered in listing the actions, who is responsible, and when the action will be taken.

Type of Problem outside school	Description of problem	Action to be taken to remove or reduce problem and date	Responsible person
Access to school	Roads around the school are narrow; Accident-prone road School is surrounded by Multi-storey houses on three sides and huggies on fourth side; Dangerous open drains outside the school	A Security person should be appointed when the next school session starts to regulate the traffic when students arrive and leave form school.	Principal/Head
Industries in the Vicinity	Chemical Industry at a distance of 1.5 km Nuclear power plant at a distance of 5.0 km	Awareness to be given to children	Chemistry teacher
Flood prone area	Low-lying area existing on the west side of the school that gets inundated during rainy season		Principal/Head
Topography	School building are located on mountain slop		Principal/Head

24. Action to be taken to solve structural problems inside the school

Consider the structural hazards inside the school one by one and discuss the actions to be taken to remove or reduce the problem. An example is shown below. All hazards identified should be considered in listing the actions, who is responsible, and when the action will be taken.

Location of Structural Problem	Description of the problem	Action to be taken to remove or reduce problem and date	Responsible person
Block I	This building is 20 year old and has many visible cracks; maybe dangerous in the event of an earthquake	Repair and strengthen building in 6 months.	Principal/Head/ Concerned Deptt.
Block II	Roof of this building is made of asbestos, maybe weak against cyclone	Strengthen roof of building, in 3 months	Principal/Head/ Concerned Deptt.
Compound Walls			Principal/Head /Concerned Deptt.
Roads			Principal/Head /Concerned Deptt.

Drains	Drains inside the school premises are choked	Keep drains clean	Principal/Head /Concerned Deptt.
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25. Action to be taken to solve non-structural problems

Consider the non-structural risks inside the school one by one and discuss the actions to be taken to remove or reduce the problem. An example is shown below. All risks identified should be considered in listing the actions, who is responsible, and when the action will be taken.

Location of structural problem	Description of the problem	Action to be taken to remove or reduce problem & date	Responsible
Exit doors	Block I has tow floors and 15 class rooms in each floor. But there is only one exit door from the building Block II has two exit doors, but one exit door is always kept locked.	Construct additional exit door, in three months.	Principal/Head
Stair Case	Each building block has only one stair case. The stair case is at the end of the Block	Keep both exit doors always open	Principal/Head
Electrical meter box	Main meter boxes are installed inside the building	Construct additional stair case.	Principal/Head
Block I	Narrow Corridor		Principal/Head
Block II	Free standing bookshelves in the library room	Fix bookshelves	Principal/Head
Room 24: Chemistry Lab	Chemicals not secured property in the chemistry lab	Secure chemicals properly	Principal/Head

26. Preparing for disaster

Under this section, plan for increasing the capacity to deal with a disaster situation. This will include preparing the equipment, awareness material, and the activities for awareness raising and training.

27. Equipment and tools needed

Based on the quantity of materials available in the school for managing disaster situation, additional quantity required should be listed. If the existing equipment is not in working condition, the same should be repaired. Also, include who and by what date will purchase or repair work should be done.

Equipment	Quantity available	Location	Condition	Additional quantity to buy	Date to buy or repair	Person in-charge

Communication TV Radio PA system Megaphone			PA system not working			
<u>First Aid</u> First Aid Kit Medicines Stretcher						
<u>Fire Fighting</u> Fire extinguisher Sand Buckets						
Search & Rescue Ladder Rope Torch	4	-	No Battery cells for torches	2 Torches 20 battery cells		

28. Awareness material needed

Based on the quantity of materials available in the school for providing disaster awareness, additional quantity required should be prepared. Also include how the materials will be arranged, by whom and by what date.

Type of Awareness material	Quantity available	Location	Additional quantity to buy	How to Arrange?	By what date?	Person-in charge
Books on Disaster Education	15	Library	30	Purchase		Librarian
Posters on Earthquake safety	20					

29. Awareness Activities and Training

In this section, plan for activities that help increase disaster awareness. Some general disaster awareness activities have been listed here. In the table below, list all such activities to be done in respect of the school under consideration.

Activity to be undertaken	By what date	Activities completed Yes/No?	Person-in charge
Posters (to be displayed in classroom and corridors)			
Leaflets (to be distributed in classroom and corridors)			
Training of Task Force			
Table Top exercise			
Mock Drills			

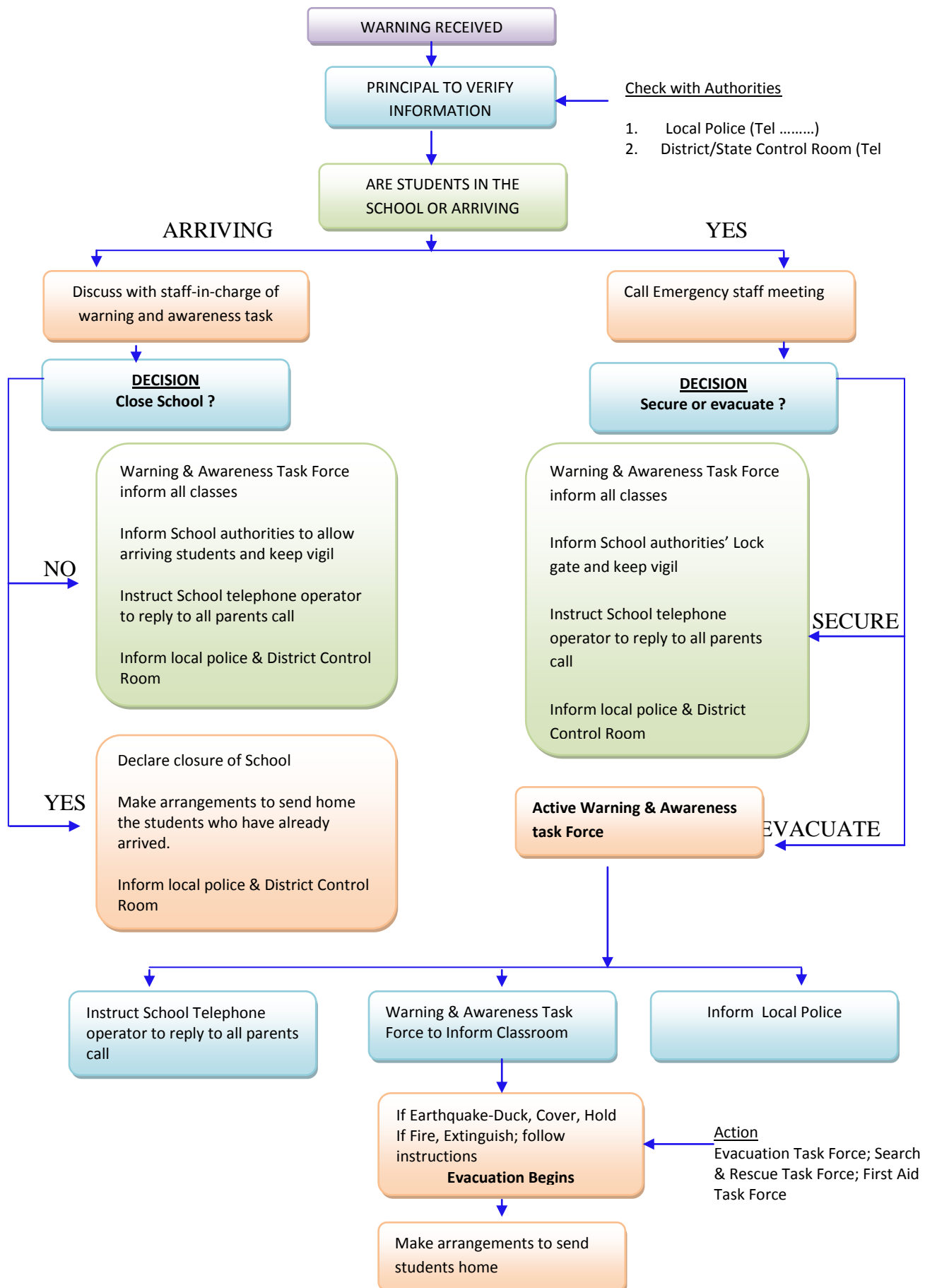
30. Actions to be taken when disaster happens

In this section, make a list of actions to be taken when a disaster happens. Warning information will be received for flood or cyclone. However, fire or earthquake will happen without warning. All possible major disasters should be covered. Step-wise list of action is given below.

Step	Condition	Action	Assistance
0	Warning received		
1		Principal to verify information	Check with police, education, district authorities, DM deptt.
2	Students are in School	Principal to call emergency staff meeting. Discuss whether to evacuate or secure school. Evacuate school go to step 3 Secure school go to step 4	
	Students are arriving	Principal to discuss with coordinator of Warning & Awareness Task Force. Close School go to Step 5 Not to close go to step 6	
3	Decision to evacuate	Activate warning & awareness task force	Inform local Police & District/State Control Room instruct school telephone operator to reply parents calls.
		Warning & awareness task force members to inform class rooms	
		If earthquakes, students in classes do duck, cover & hold	Class monitors & teacher to supervise.
		If fire in the class, extinguish	
		If fire in the building, evacuate as instructed.	
		Evacuation begins	Action: Evacuation Task Force; Search & Rescue Task Force; First Aid Task Force
		Make Arrangement to send students home	
4	Decision to secure school	Warning & awareness task force to inform all class rooms	Inform school security to lock the gate and keep vigil. Instruct school telephone operator to reply parents' calls inform local Police & district control room
5		Principal to declare closure of school	Inform local Police & District Control Room
		Make arrangement to send home, students who have already arrived	
6	Decision not to close school	Warning & awareness task force to inform all class rooms	Inform school security to allow arriving students and keep vigil. Instruct school telephone operator to reply parents calls Inform Police & Control room

List of actions to be taken during a disaster situation is also given in the form of a flow chart below.

31. Actions to be taken in Disaster situation



32. Review of Disaster Management Plan

The School Disaster Management Plan is reviewed every year. The following sections of the plan are reviewed.

Section Reviewed	Date of review
School Disaster Management Committee	
List of persons responsible for managing disaster	
Situations in the school	
Class-wise strength of students, teachers, staff	
Dangers (Hazards) threatening the school	
Problems outside the school, Risk Map & Solution	
Problems inside the school structural & Solution	
Problems inside the school non-structural & solution	
Physical facilities outside the school & facilities map	
Evacuation Map	
Equipments and tools	
Awareness materials	
Awareness activities and training	
Warning & Awareness Task Force Members	
Search & Rescue task Force Members	
Evacuation Task Force Members	
First Aid Task Force Members	
Fire Safety Task Force Members	

33. Disaster Preparedness Checklist

After the school disaster management plan has been prepared, it should be shared with the teachers and students. It would be useful if teachers spend one period every week to explain the contents of the school disaster management plan including the types of hazards, problems outside and inside the school and how the school management is trying to solve the problems. Checklists as given below can be used for creating disaster awareness among students as well as their families.

34. Classroom Checklist

The checklist for classrooms (Annexure 8) can be used as an exercise in the class. The teacher should explain the contents of the checklist and encourage the students to identify the dangers faced by the school, problems outside the school, non-structural problems inside the school, location of facilities related to disaster management outside and inside school, and the role of students in the event of a disaster, This will help to prepare students for a future disaster.

35. Family Checklist

The checklist for family (Annexure 9) can be used for preparing the families for a future disaster. The family checklist ensure that the students practice a similar exercise at home and for their neighbourhood. The students should show the family checklist to their parents and other family members. The family members are expected to complete the checklist along with the student. This will be useful for the students as well as the family members to identify the dangers faced by the town, hazards outside home, non-

structural risks at home, location of resources related to disaster management outside and inside, and the role of the family members in the event of a disaster.

36. School Safety Club

Once a school disaster management plan is prepared and implemented in a school, it is important to keep a sustained interest in disaster risk reduction and disaster preparedness. It can best be done by organizing a School safety club, through which continued disaster awareness can be provided to the students, teachers, parents and the community.

37. Criteria for membership

The school disaster management committee shall nominate the leader of the school safety club. The Leader shall then select other members for the club. Members of the club can be selected from the teaching or non-teaching staff, students, members of task forces or members of the school disaster management committee. However, members of the school safety club should fulfill the following criteria.

- Should have interest in disaster awareness programmes
- Should have an innovative and creative mind.
- Should be able to face the audience and should be active in public speaking.
- Should have knowledge of what is going on around the world.
- Should not feel shy to perform drama in front of audience.

38. Suggested activities

The school safety club may take up the following activities for spreading awareness of disasters and disaster risk reduction.

- Organise drawing/painting competitions.
- Organise debates.
- Organise dramas/Street plays
- Organise invited lectures by experts.
- Organise “Safety Week” programmes on topics like “Road safety”, “Earthquake safety”, etc.
- Use Awareness raising Materials like card games, board games, posters, etc., among students and staff members.
- Scan and compile news articles on disaster around the world.

Maintain library of disaster awareness materials.

39. Annexures

(1) How to make an evacuation map?

- Take the school building plan drawing.
- Separate each floor plan of the building into separate drawings.
- Remove unnecessary texts or dimensions from the map.
- Identify safest and shortest exit routes for each room of the building.
- Identify appropriate assembly points for various types of emergency.

- On the drawing, mark the exit route from each room to the assembly area by an arrow sign.
- Locate existing “EXIT” signs and list the signs to be prepared.
- Mark locations of fire extinguishers on the map.
- Mark locations of rescue and first aid equipment.
- Mark danger areas with a red sign with the skeleton picture.
- Prepare separate classroom exit plans and display the same individual class rooms.

(2) Mock Drills

Mock drill is a practical exercise to handle any emergency situation in which the disaster scenario is created and all the response procedures pertaining to the respective disaster are performed. Mock drill helps in better understanding of the role and responsibilities of task forces and better coordination. For effective disaster management mock drills should be conducted from time to time.

Three important drills to be conducted in schools are:

- (i) Earthquake Drill
- (ii) Fire Drill
- (iii) Flood/Cyclone Drill

(i) Earthquake Drill

The following activities should be performed for conducting an earthquake drill.

1. Educate the students on earthquake what it is, how and why it occurs, and what to do before, during and after an earthquake.
2. Conduct a classroom observation activity as follows:
 - a. Draw the floor plan of the classroom (desks, table, cabinets, etc.)
 - b. Identify safe spots in the classroom (tables, desks, doors corners, etc.)
 - c. Identify the danger zones (glass windows, book shelves, machines, cabinets, hanging objects, heavy objects that may topple non-structural problems).
 - d. Ask and encourage the students what can be done to correct the non-structural problems?
 - e. Introduce “Duck, cover and hold” method. (Get under the table or desk. Put the hand on the back of the neck. Tuck the head down. Hold on to the legs of the table or desk.)
 - f. Make the students practice the “Duck, cover and hold” method. Discuss the procedure with students and clarify their doubts.
 - g. Help the handicapped and hearing impaired students to understand the steps.
3. Show the evacuation map and explain the evacuation route and the assigned open area where the students will assemble when they evacuate from the classroom. Assign the responsibility to a student to ensure that the door is open during the shaking.
4. Give the following instructions about evacuation when the shaking stops:
 - a. Be alert
 - b. Listen to the instructions given by the teacher.

- c. Walk out of the classroom in an orderly manner.
 - d. Be alert while walking along the corridors to the nearest exit of the building, and look for falling objects or debris.
 - e. Don't run, Don't push, Don't talk Don't return, Don't bring your things.
 - f. Never go back into the building after coming out. Assemble at the assigned location and wait for further instructions.
5. After the above instructions are given to the students, the earthquake drill for the school can be conducted by using a pre-determined alarm as signal (siren/bell). While the siren/bell is continuing (indicating that earthquake shaking is continuing) everyone should perform "duck, cover and hold". When the siren/bell (shaking) stops, the class teacher should check if the route is clear and there is no building damage. At the instruction of the teacher, every one should leave the classroom and follow the evacuation route to reach the assembly point. Teachers should count the students and ensure that all are accounted for. If some students are missing, it should be reported to the search & rescue task force. The first aid task force should provide first aid to the injured.
 6. After the drill, the Principal should hold a meeting of the School Disaster Management Committee and evaluate the drill to identify the difficulties faced during the drill and how to improve upon them.

(ii) Fire Drill

The following activities should be performed for conducting a fire drill:

1. When fire is identified by some one, immediately ring the fire alarm and also inform by using the PA system.
2. The warning & Dissemination Task Force should immediately call the fire brigade. Every one should be warned about the fire and asked to evacuate if necessary.
3. The Fire safety Task Force should try to extinguish the fire until the fire brigade arrives.
4. When the fire warning and evacuation order is received, every one should evacuate the building as soon as possible keeping in mind the location of fire. During evacuation, the following points should be kept in mind.
 - a. Don't run; walk fast in a queue.
 - b. Don't use lift; use the stair case.
 - c. Follow the exit signs.
 - d. Help the disabled persons.
 - e. If the room is filled with smoke, escape the room by crawling.
 - f. The teacher and the class monitor should take care of evacuation up to the assembly point and provide necessary guidelines.
 - g. Any one who is not in class when the fire alarm sounds, should immediately go to the assembly point.
5. After evacuation, teachers should count the students and ensure that all are accounted for. If some students are missing, it should be reported to the search & rescue task force, who will then go searching and rescue the injured. The first aid task force should provide first aid to the injured.
6. After the drill, the Principal should hold a meeting of the School Disaster Management Committee and evaluate the drill to identify the problems faced during the drill and how to improve in future.

(iii) Cyclone/Flood Drill

The following activities should be performed for conducting a cyclone/flood drill:

1. Upon receiving a cyclone or flood warning, the Warning & Dissemination Task Force should inform anyone about the actions to be taken.
2. Upon receiving the evacuation order everyone should evacuate the building as instructed by the teacher. During evacuation the following points should be kept in mind:
 - a. Don't run; walk fast in a queue.
 - b. Don't use lift; use a stair case.
 - c. Follow the exit signs.
 - d. Help the disabled persons.
 - e. The teacher and the class monitor should take care of evacuation up to the assembly point and provide necessary guidelines.
3. After evacuation, teacher should count the students and ensure that all are accounted for. If some students are missing, it should be reported to the search & rescue task force, who will then go searching and rescue the injured. The first aid task force should provide first aid to the injured.
4. After the drill, the Principal should hold a meeting of the School Disaster Management Committee and evaluate the drill to identify the problems faced during the drill and how to improve in future.

(3) Equipments & Tools for warning

- Megaphone
- Computer with internet access
- Mobile phones
- List of important telephone numbers
- Television
- Radio (battery operated)

(4) Equipments & Tools for Search & Rescue

- Helmet
- Eye protection gear
- Rope
- Hammer
- Knife
- Axe
- Screw driver
- Hacksaw
- Ladder
- Torch
- Batteries
- Bamboos Sticks (2m long)
- Buckets

(5) First Aid Kit

- Triage Colour Bands (Red, Yellow, Green, Black)
- Cotton
- Bandage
- Clean Cloth
- Plaster
- Splint
- Doctor’s tape
- Dettol
- Eye/Ear Drops
- Burnol
- Betadine/ Soframycine Ointment
- Pain Killers
- ORS Packets
- Latex Gloves
- Masks

(6) Equipments & Tools for fire safety

- Sand Buckets
- Fire Extinguishers (Dry Powder type)
- Fire extinguishers (Co2 type)
- Fire extinguishers(Water Co2 type)
- Fire extinguishers (Foam type)

(7) Non Structural Mitigation Itemized Inventory Form

Item (full Description)	Risk Type			Priority H/M/L or 1,2,3	Weight (including contents) in KG	Relocate	Device			Notes	Self	Need Professional help
	Life Style	Economic Replacement cost estimate	Operational Continuity				Type	Size	No.			

Device Type:

1. L Brackets	6. Chain	11. Padding	16. Emergency lighting
2. Straps and Clips	7. Hook	12. Window Covering of film	17. Others
3. Mechanical Latches	8. Shelf Restraints	13. Acrylic mount/ mono filament	
4. Magnetic Latches	9. Storage Coverings	14. fire Suppression Equipment	
5. Shelf Mats	10. Wax	15. Door opening outwards	

(8) Classroom Hazard Hunt Checklist

Instructions

- Identify and take appropriate steps for each of the tasks mentioned in the list.
 - As you complete each of the tasks, put a tick mark against it.
 - Check your classroom safety score at the end.
1. We have discussed disaster management plan with our teacher and classmates.
2. We have identified possible disasters that can effect our school and its surroundings.

Disasters	Probability of Occurrence		
	High	Medium	Low
Earthquake			
Flood			
Fire Accidents			
Chemical Accident			
Road Accident			
Tsunami			
Cyclone			
Others			

3. We have learnt about do's and don'ts to be followed before, during and after any disaster.
4. We have identified hazards around our school:

Hazards	Very close to my house (less than 1 km away)	Close to my house (1-2 km away)	Far from my house (more than w km away)
Hazardous factory			
Busy Road			
High-rise Building			
Shop storing and/or selling inflammable material			
Open/Blocked/Unclean Drains			
Huge/Bushy tree with over			

grown branches.			
Others			

5. We have complete details about the following:

	Name & Address	Distance from House (kms)	Telephone Numbers
Fire Station			
Local Hospital			
Police Station			
Other			

- 6. We will follow road safety rules.
- 7. In case of an emergency we know where to assemble in our school.
- 8. In case of an emergency we know that we have to evacuate the school building by walking fast and covering our heads with our hands instead of running to avoid stampede.
- 9. We know the location of safest staircase in our school which can be used in case of an emergency.
- 10. While using the staircase we should move in a queue and in an organized way to evacuate school building and move to an open ground.
- 11. We have identified safe escape routes from our classroom.
- 12. We have identified safest places in the class (away from windows, large & heavy objects that can fall)
- 13. We have first aid kit ready for our class with the following materials (We check the expiry date of the medicines and replace them from time to time)
 - Dettol & Cotton
 - Bandage
 - Emergency Medicines like painkillers
 - Burnol
- 17. We have an emergency kit ready with the following material for our classroom. (we check the expiry dates of the objects for effective usage)
 - Torch with batteries
 - Medicines & Bandages
 - Dry food materials like biscuits
- 18. We have completed Hazard Hunt and mitigated hazards from our schools:
 - We have removed heavy objects from high walls.
 - We have placed objects (like cupboard & almirahs) away from the doors so that they don't fall and create obstruction in the exit.
 - We have secured material in our laboratory to prevent breakage or leak of chemicals.
 - We have secured books and cupboard in our library to prevent them from falling and causing damage or injuries in case of a disaster.
 - We have fastened all loose objects properly.

- 16. We know how to turn off electricity of our classroom.
- 17. We have learnt to practice, “Duck, cover, Hold” in case of an earthquake.
- 18. We have learnt how to practice “Stop, Drop and Roll” in case of fire.
- 19. We are spreading awareness about disaster management wherever we go.

Name _____

Class _____

School _____

Address _____

Date _____

Safety Score of my Class:

Count the total number of tick marks and check how safe your class is:

15 & above	10-15	Below 10
Our Class is well equipped to face any disaster. We are safe class!!!	We are learning about safety. We need to work hard to make ourselves, our classroom and school safe!!!	Our class has a long way to go. We need to work much harder to make ourselves and our school safe!!!

(9) Family Disaster Preparedness Checklist

Instructions

- Family disaster plan consists of the following items/tasks. Discuss each of the points given below with your family members.
- Identify and take appropriate steps for each of the tasks mentioned in the list.
- As you complete each of the tasks, put a tick mark against it.
- Check your family safety score at the end.

- 1. I have discussed our family disaster management plan with all my family members.

2. I and my family members have identified possible disasters that can affect our City/Town/ village.

Disaster	Probability of Occurrence		
	High	Medium	Low
Earthquake			
Flood			
Cyclone			
Tsunami			
Chemical Disaster			
Fire Accident			
Road Accident			
Others			

- 3. We have learnt about do’s and don’ts to be followed before, during and after any disaster.
- 4. We have identified hazards around our house:
(Put a tick mark against the applicable category)

Hazards	Very Close to my house (less than 1 km away)	Close to my house (1-2 km away)	Far from my house more than 2 km away)
Hazardous Factory			
Busy Road			
High-rise Building			
Shop storing and/or selling inflammable material			
Open/Blocked/Unclean Drains			
Huge/Bushy/Tree with over grown branches			
Others.			

5. We have complete details about the following resources in case of any emergency.

	Name & Address	Distance from House	Telephone Number
Control Room (State/District/Taluka)			
Local Hospital			
Nearest Hospital			
Police Station			
Fire Station			
Neighbour 1			
Neighbour 2			
Others			

- 6. All members of our family use helmets/seat belts while driving/riding a vehicle.
- 7. We have decided to purchase a fire extinguisher and to learn how to operate it.
- 8. We follow road safety rules.
- 9. We have ensured structural validation of our house/building against any disaster by a qualified structural engineer.
- 10. My father/guardian has taken responsibility to taken an expert's help to identify safe places in and around our house.
- 11. We have identified the safest places in the house, and in each rook (Away from windows, large & heavy objects that can fall, and objects like heaters that can cause fire).
- 12. We have identified safe escape routes from our house/building.
- 13. We have made sure that doors open towards outside so that exit becomes safer.
- 14. We keep our water tanks clean.
- 15. We store fresh water in containers everyday.
- 16. We have first aid kit ready with the following materials (We check expiry dates of medicines and change them regularly)
 - Dettol & Cotton

- Bandage
- Emergency medicines like painkillers
- Burnol
- Prescribed medicines used by any family member/members.

17. We have an emergency kit ready with the following materials (we check the validity from time to time)

- Water bottle filled with fresh water
- Important documents
- Money
- Torch with batteries
- Clothes
- Dry food materials like Biscuits
- Blankets
- Matchbox/ Candle

18. We have completed Hazard Hunt and mitigated hazards from our home:

- We have removed heavy objects from high walls.
 - We have fastened all loose and movable objects properly (eg. Almirah, cupboards)
 - We have placed objects (like cupboards & almirahs) away from the doors so that they don't fall and create obstruction in the exit.
- 19. We know how to turn off the man power supply of our house.
 - 20. We know how to turn off gas cylinders after use.
 - 21. We practice "Duck, Cover, Hold" in our homes
 - 22. We keep shoes and torches near our beds.
 - 23. We are spreading awareness about disaster management wherever we go.

Name _____
 Class _____
 School _____
 Address _____
 Date _____

Safety Score of My Family :

Count the total number of tick marks and check how safe your class is:

15 & Above	10-15	Below 10
Our family is well equipped to face any disaster. We are a safe Family!!!	We are learning about safety. We need to work hard to make ourselves and our home safe!!!	Our family has a long way to go. We need to work much harder to make our homes safe!!!

