SCHOOL DISASTER MANAGEMENT PLAN MANUAL: A MULTI-HAZARD APPROACH

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PREFACE

This comprehensive manual on School Disaster Management Plan: A Multi-Hazard Approach has been developed by Zone4Soultions with technical inputs from subject experts to be used as a resource for school administration, staff and teachers to serve as a basis for school disaster management policy and plan development.

Understanding the local context of disasters management and DRR related concepts for emergencies is something that educational institutions should consider nevertheless of its size and the community it serves. It is possible to minimize the impact of disasters and their effects on the students with effective preparedness. Zone4Soultions being one of the prominent organizations working in the subject field of Disaster management and school safety consider school disaster management plan as one of the key actions for overall school safety. This manual has been designed resources provided during different consultations with our client schools and experts of different states and backgrounds. This has been developed after understanding the needs and knowledge of the school on disaster management and school safety across India. This is methodology is tested in different schools of Delhi prone to natural hazards like earthquakes and school-based emergencies like school building fire, road accidents. The manual also suggests measures considering climate change and COVID-19, comprehensively, encouraging teachers, school staff and administration to develop School Disaster Management Plan including preparedness, mitigation and response strategies with the guidance and support of the subject experts from Zone4Soultions.

It will be necessary that the users of this manual understand the school safety and disaster management concepts and put them in use suitably in accordance with their local conditions under the guidance of Qualified Disaster Manager. Users are also encouraged to share their feedback and comments on how to improve the manual for the future.

Nakul Kumar Tarun
Director, Zone4Solutions

GLOSSARY

1. Building Code: A set of ordinances or regulations and associated standards intended to control aspects of the design, construction, materials, alteration, and occupancy of structures that are necessary to ensure human safety and welfare, including resistance to collapse and damage.

2. Capacity: The combination of all the strengths, attributes, and resources available within a community, society, or organization that can be used to achieve agreed goals.

3. Capacity Development: The process by which people, organizations, and society systematically stimulate and develop their capacities over time to achieve social and economic goals, including through the improvement of knowledge, skills, systems, and institutions.

4. Climate Change: (a) The Inter-Governmental Panel on Climate Change (IPCC) defines climate change as: "a change in the state of the climate that can be identified (e.g., by using statistical tests) by changes in the mean and/or the variability of its properties, and that persists for an extended period, typically decades or longer. Climate change may be due to natural internal processes or external forcing, or to persistent anthropogenic changes in the composition of the atmosphere or in land use". (b) The United Nations Framework Convention on Climate Change (UNFCCC) defines climate change as "a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods".

5. Disaster: A catastrophe, mishap, calamity or grave occurrence in any area, arising from natural or manmade causes, or by accident or negligence which results in substantial loss of life or human suffering or damage to, and destruction of property, or damage to, or degradation of environment and is of such a nature or magnitude as to be beyond the coping capacity of the community of the affected area.

6. Disaster Risk: The potential disaster losses, in lives, health status, livelihoods, assets, and services, which could occur to a particular community or a society over some specified future time period.

7. Disaster Risk Management: The systematic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies, and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disaster.

8. Disaster Risk Reduction: The concept and practice of reducing disaster risks through systematic efforts to analyze and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.

9. Hazard: A dangerous phenomenon, substance, human activity, or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

10. Mitigation: The lessening or limitation of the adverse impacts of hazards and related disasters. Non-structural Measures: Any measure not involving physical construction that uses knowledge, practice, or agreement to reduce risks and impacts, through policies and laws, public awareness-raising, training, and education.

11. Preparedness: The knowledge and capacities developed by governments, professional response and recovery organizations, communities, and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent, or current hazard events or conditions.

12. Prevention: The outright avoidance of adverse impacts of hazards and related disasters.

13. Recovery: The restoration, and improvement where appropriate, of facilities, livelihoods, and living conditions of disaster-affected communities, including efforts to reduce disaster risk factors.

14. Response: The provision of emergency services and public assistance during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety, and meet the basic subsistence needs of the people affected.

15. Retrofitting: Reinforcement or upgrading of existing structures to become more resistant and resilient to the damaging effects of hazards. Risk: The combination of the probability of an event and its negative consequences.

16. Risk Assessment: A methodology to determine the nature and extent of risk by analyzing potential hazards and evaluating existing conditions of vulnerability that together could potentially harm exposed people, property, services, livelihoods, and the environment on which they depend.

17. School Safety: The creation of safe environments for children starting from their homes to their schools and back. This includes safety from large-scale 'natural' hazards of geological/climatic origin, human-made risks, pandemics, violence as well as more frequent and smaller-scale fires, transportation and other related emergencies, and environmental threats that can adversely affect the lives of children

18. Sustainable Development: Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

19. Vulnerability: The characteristics and circumstances of a community, system, or asset that make it susceptible to the damaging effects of a hazard.

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Disasters are defined as a major disruption of the affected community's functioning caused by natural or anthropogenic hazards that result in human, economic, and environmental loss that exceeds the affected population's ability to cope. There are several elements that influence this, including age, which makes children one of the most susceptible populations during disasters. The continuation of education and general progress is hampered by disasters and school-based situations. The importance of school in our community cannot be underestimated. They empower the most active change-makers and raise societal awareness. A school's facilities and stakeholders' capacities are significant factors that affect a child's exposure to disasters. This makes school children one of the most vulnerable groups to disasters due to exposure, lack of structural and non-structural measures, inadequate preparedness measures, etc. Students spend the majority of their time at school, so ensuring their safety and well-being is extremely important.

In the 2013 floods, about 600 villages were damaged in Uttarakhand where schools were either damaged (fully or partially) or were used as emergency shelters. In the same year, cyclone Phailin caused damage to approx. 5825 schools in Odisha. In 2014, Andhra Pradesh was hit by the cyclone Hudhud, causing damage to 4 districts, 41,269 houses, and 455 buildings, including 317 schools. During and after the flood in Chennai City in December 2015, several schools were closed for more than a month to ensure the safety of the communities as did several schools in Srinagar, Kashmir, in 2014. Schools in Assam, Bihar, Madhya Pradesh, Uttar Pradesh, and Uttarakhand were closed due to flooding in 2016. Over 18 lakh people in 22 districts were affected by the flooding in Assam in 2016.

School buildings, schooling systems, and children are affected by natural disasters that cause havoc on human lives, property, and development parameters, as well as many other unseen factors such as psychosocial components. Direct or indirect effects on schools, education, and students may exist:

Table 1: Effects of Disasters on Schools

Physical	Economic
• Loss of life or injuries • Damages to the school premises	• Unsafe/damages school beyond repair triggering reinvestment • Loss of income and shelter making continuation of providing education difficult
Educational	**Psychological**
• Increase in drop outs • Decrease in quality of education • Missing educational and administrative records	• Increased stress • Loss of sense of continuity and hope in students

Education is a universal human right. This right should not be ignored, sacrificed, interrupted or suspended as it results in everlasting socio-economic costs for students, their families, and communities. Since schools are the institutions for sharing knowledge and providing skills, it is expected from them to be universal role models for disaster preparedness and thus, it is important to mainstream disaster management in educational planning including the safety of school buildings. We cannot completely avoid disasters but through community-oriented preparedness and preventive actions, we can reduce the impacts of associated risks to some extent.

1.1. Disaster Management in India

India is vulnerable to natural disasters due to its unique geo-climatic conditions and topography. About 60% of the prone to seismic activities of various intensities, 40 million hectares is prone to floods, 8% prone to cyclones and 68% inland landmass is prone to drought. Millions of people lose lives, income, shelter and property due to disasters annually. The loss of private, community and public assets is inconceivable. Thus, disaster management occupies an important place in our nation's policy framework. The aim is vulnerability reduction to all types of hazards which is not easy to achieve due to the vast population and diversity of hazards the country is exposed to. The government and the concerned authorities like NDMA, NIDM have taken the significant steps towards vulnerability reduction and mainstream policies and strategies for disaster risk reduction through massive awareness generation campaigns, building capacities as well as the institutionalization of financial frameworks that will gradually move towards sustainable development.

Few of the related National Policy Instruments are presented below:

Table 2: National Policy Instruments for School Safety

Constitution of India (Article 21A)	As per the Indian Constitution, access to education is a fundamental right of each child in the country.
National Policy on Children (2013)	Every person below the age of eighteen years as a child and that childhood is an integral part of life with a value of own, and long term, sustainable, multi-sectoral, integrated, and inclusive approach is necessary for the harmonious development and protection of our children. It identifies health, education, child development and protection including disasters and emergencies as the key priority areas.
National Disaster Management Act (2005)	It provides the institutional, legal, financial and coordination mechanisms for Disaster Management (DM) at the national, state, district and local levels and promotes safety

	awareness among schools especially teachers and students.
National Policy on Disaster Management (2009)	It highlights the need of structural and non-structural measures in accordance with the building codes in schools and other educational institutions. Section 6.4.1. identifies safe school building as significant, providing provisions for disaster smart designs for school premise including school building and campus. Section 10.2.2. promotes the disaster management training in education institutions. Section 10.5.1. refers to National Cadet Corps (NCC) and scouts to guide them for disaster management related activities. Section 10.6.1. encourages the introduction of disaster management in the school curriculum through CBSE.
National Policy on Education (1968), Revised in 1992	Promotes 'child-centred approach' in primary education.
Right to Education Act (2009)	Guarantees free and compulsory education to all the children in the country till the age of 14 and promotes School Development Plan along with laying down the foundation of School Management Committee for planning the operational functioning of the school including infrastructure

Following are a few recent developments in school disaster management related to government initiatives:
- The NIDM conducts regular training programs for administrative functionaries,
- Contributing to the formulation of disaster management policies by NIDM.
- Inauguration of the National School Safety Plan (NSSP) by the NDMA,
- There is a proposal to introduce an optional category of paper on disaster management for undergraduate students in 2012 by the University Grants Commission (UGC).

However, for the protection of students, teachers, and administrative personnel, school crisis management should be advocated and implemented by the school itself.

1.2.   School Safety

> School Disaster Management is the continuous process of assessing and planning for preparedness, prevention and response capacity development for:
>
> - Safety of students and staff from any harm during and post-disaster; minimizing disruption
> - Ensuring continuity of education and other required services for all children amidst the disaster recovery
> - Create and uphold the culture of safety

As being a part of educational continuity, school safety can be referred as a continuous process to initiate and manage the staff, students and teachers to ensure the safety of all during the emergencies. School disaster management reflects the individual, and family preparedness widening the extent of community disaster preparedness. Therefore, the goals of school safety can be described as:
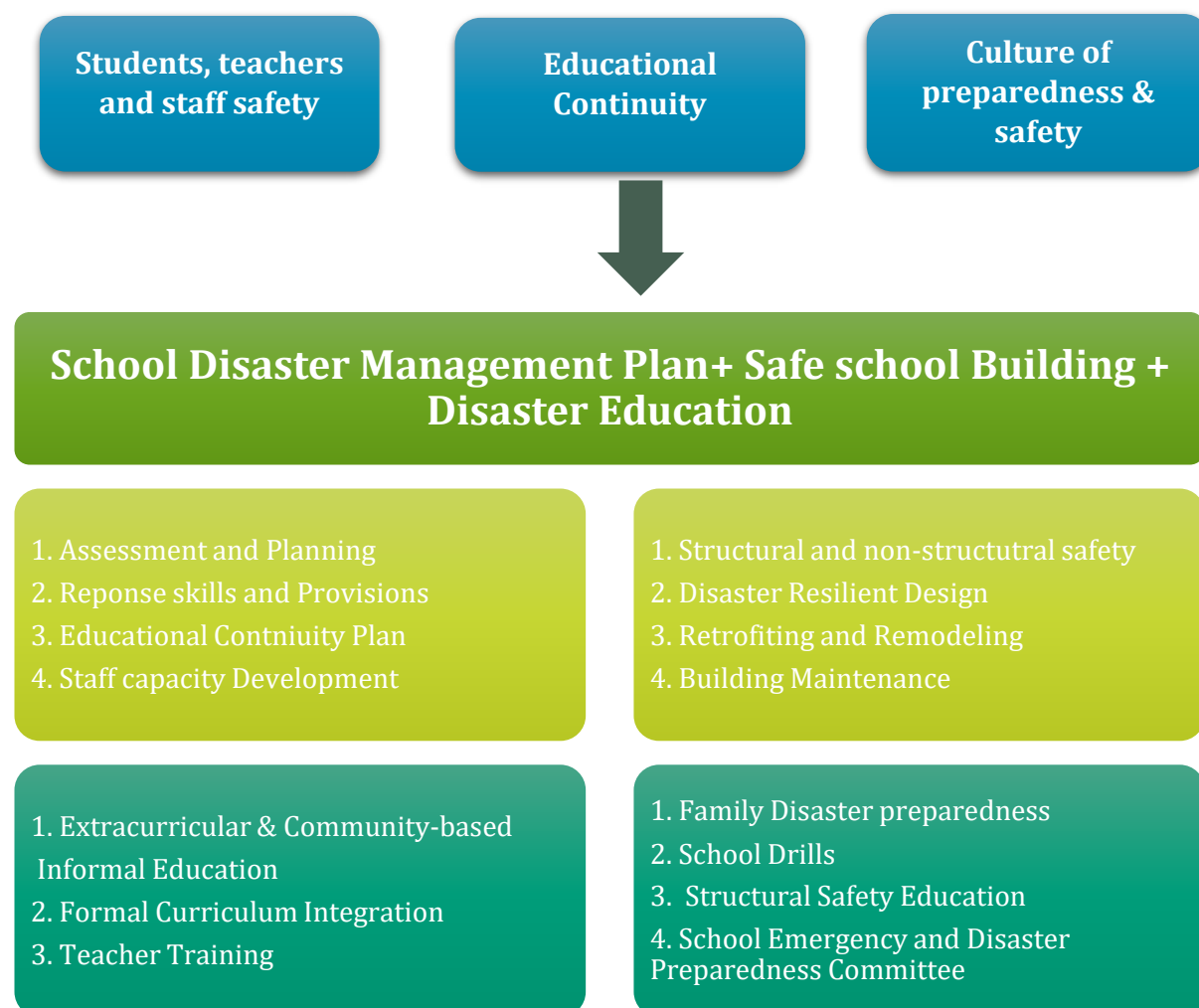
Students, teachers and staff safety	Educational Continuity	Culture of preparedness & safety

School Disaster Management Plan+ Safe school Building + Disaster Education

1. Assessment and Planning 2. Reponse skills and Provisions 3. Educational Contniuity Plan 4. Staff capacity Development	1. Structural and non-structutral safety 2. Disaster Resilient Design 3. Retrofiting and Remodeling 4. Building Maintenance
1. Extracurricular & Community-based Informal Education 2. Formal Curriculum Integration 3. Teacher Training	1. Family Disaster preparedness 2. School Drills 3. Structural Safety Education 4. School Emergency and Disaster Preparedness Committee

Figure 1: Components of School Safety and Disaster Management

School disaster management comprises of the following steps: assess hazards, vulnerabilities, capacities and resources; understand, plan and implement actions for physical risk reduction, maintenance of facilities and services, Develop SoPs and training for disaster response; test DM plans and skills.

1.2.1. Need of SDMP

The school is a densely populated place and has small children that are one of the most vulnerable groups in the society. To reduce this vulnerability particularly for schools, it is important to have a School Disaster Management Plan owned by school authority and signed by a qualified Disaster Management Expert. Schools also have many resources and are community nodes. Therefore, a School also has responsibility towards its immediate locality, just as the neighbouring community is linked to the school. In this context some benefits of School Disaster Management Plan are as follows:
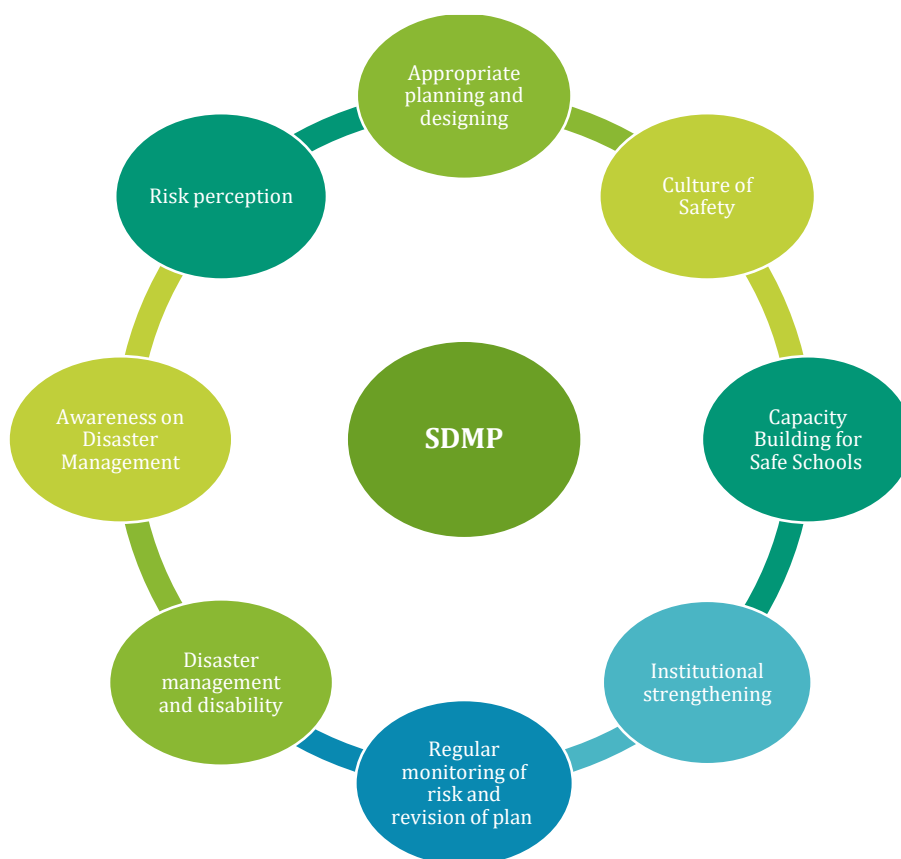

Figure 2: Benefits of School Disaster Management Plan

1.2.1. Whom this Manual is for?

It is design for education authorities, school management staff, teachers and students hoping to provide professional assistance to the concerned stakeholders. It consists of approaches and activities that the school authorities may find useful for their own lives and support their students to get prepared for the disasters. The objective of this manual is to provide support to school

management, teachers, staff, students to make their school safer and know what to do pre, during and post disasters. Specifically, they will:

- Have understand multi-hazard scenario of the country, state;
- Have better understanding of basic concepts of DRR, emergency response;
- Have gain acquaintance on specific requirements for school safety, risk reduction and preparedness;
- Be able to identify school- specific hazards, vulnerabilities and capacities;
- Be able to identify non-structural vulnerabilities and the most vulnerable children/children with disabilities, identify actions to minimize the impact and how to use their knowledge and skills during emergencies;
- Be able to develop School Disaster Management Plan for school including evacuation routes and emergency mock drill plans under the guidance of qualified Disaster Management experts.

2. PREPARING THE SCHOOL DISASTER MANAGEMENT PLAN

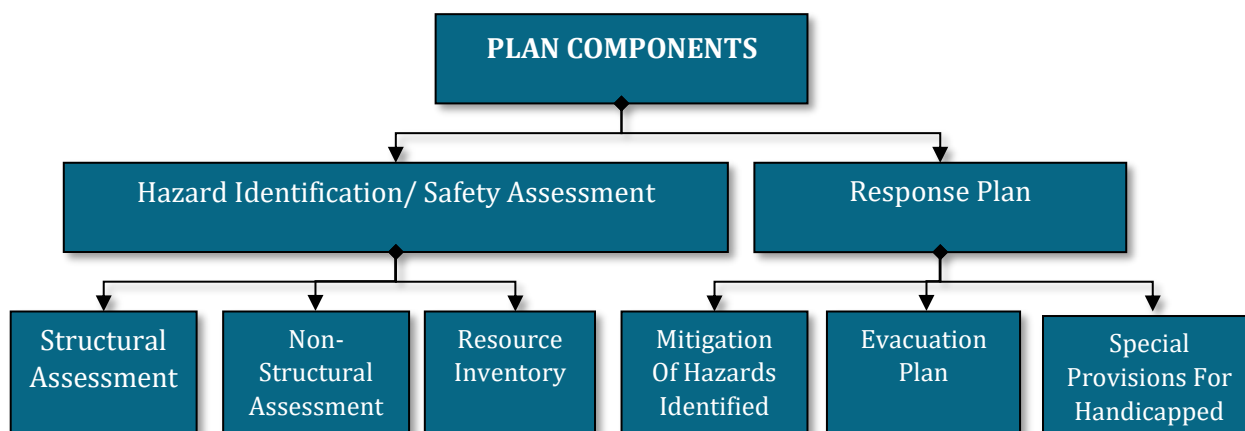The Plan has two components as depicted in the following chart:

Figure 3: Component of School Disaster Management Plan

While preparing the plan selected school staffs will try to identify various hazards school is exposed to and accordingly prevention mitigation and response plan will be developed with key roles and responsibilities including who will be responsible for coordination, control and communication when responding to an emergency. As students and teachers, there are two very important contributions we can make to reduce disaster risk for yourselves and for your communities:

1. Take care of yourself

Prepare for, mitigate and prevent disasters through a – School Disaster Management Plan (SDMP) – and at home, through a family disaster management plan. This will ensure that during an emergency, we are free from danger, so that we can be of help to others.

2. Spread the Word

Create widespread awareness amongst our families, friends, and neighbourhood and not the least of all, those communities that are lesser privileged than us. Here we are talking about helping others to understand their vulnerabilities, and how to overcome them. We can call this our 'social responsibility' as a student or teacher, and as a responsible citizen of India

2.1.   Steps in School Disaster Management Planning

The risks to school safety varies depending on the environment, location of the school, size of the schools, student age groups and mode of commute. Therefore, it is essential to develop school customized SDMP manual reflecting the local context. This includes three main themes: **preparation, protection and rebuilding** while preparing the plan to ensure a safe and secure environment for the staff and the students. Following steps need to consider for the same:
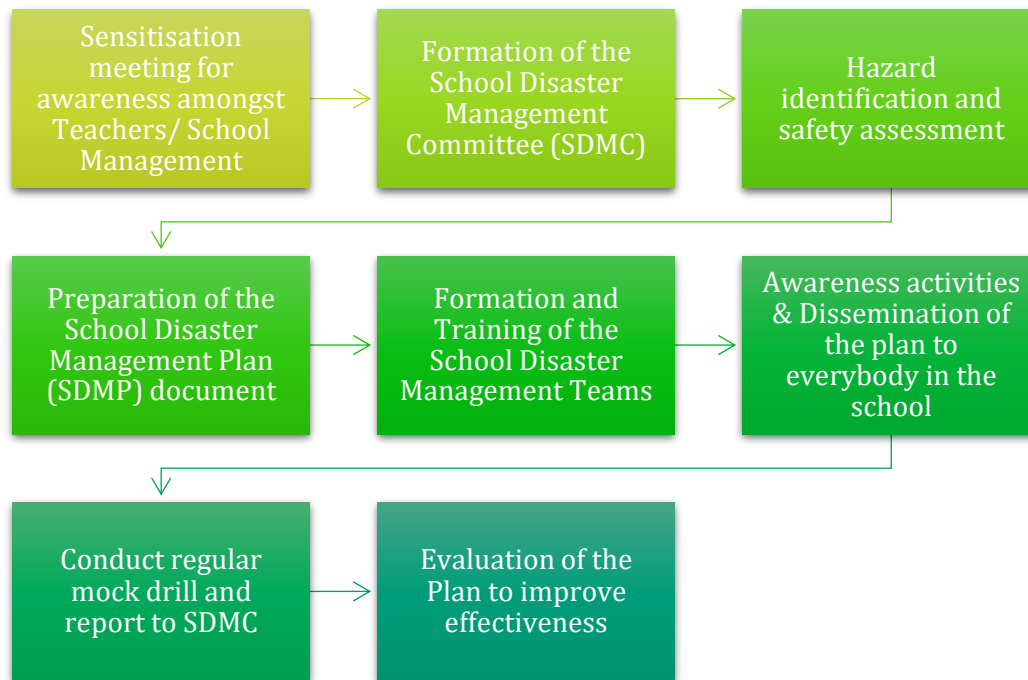
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┌──────────────────────┐    ┌──────────────────────┐    ┌──────────────────────┐
│ Sensitisation        │    │ Formation of the     │    │ Hazard               │
│ meeting for          │───▶│ School Disaster      │───▶│ identification and   │
│ awareness amongst    │    │ Management           │    │ safety assessment    │
│ Teachers/ School     │    │ Committee (SDMC)     │    │                      │
│ Management           │    │                      │    │                      │
└──────────────────────┘    └──────────────────────┘    └──────────────────────┘

┌──────────────────────┐    ┌──────────────────────┐    ┌──────────────────────┐
│ Preparation of the   │    │ Formation and        │    │ Awareness activities │
│ School Disaster      │    │ Training of the      │    │ & Dissemination of   │
│ Management Plan      │───▶│ School Disaster      │───▶│ the plan to          │
│ (SDMP) document     │    │ Management Teams     │    │ everybody in the     │
│                      │    │                      │    │ school               │
└──────────────────────┘    └──────────────────────┘    └──────────────────────┘

┌──────────────────────┐    ┌──────────────────────┐
│ Conduct regular      │    │ Evaluation of the    │
│ mock drill and       │───▶│ Plan to improve      │
│ report to SDMC       │    │ effectiveness        │
└──────────────────────┘    └──────────────────────┘
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Figure 4: Steps in School Disaster Management Planning

2.1.1. Sensitisation meeting for awareness amongst Teachers/ School Management

Visit of Disaster Management Expert from Zone4solutions will be the first step where they interacted with the school authority and the school management to understand their perception on school safety, knowledge on disaster management and how prepare they are. This includes:

- Principal
- Vice principal
- Administrative staff
- All Teachers
- Head boy/girl
- Student Leaders (Head boy and girl, prefects, presidents of different clubs, house captains, etc.)

2.1.1.1. Hazard Hunt Exercise

The Hazard hunt exercise will help the concerned school members to understand school safety and the potential hazards a school can face in a better way (to be done by qualified DM expert). This includes:

1. Non-structural assessment (done practically by Zone4Soultions Expert team members);
2. Structural assessment;
3. Identification of hazards outside the school campus (Road Safety, Industrial Hazard, Chemical hazard, open drain flooding etc.);
4. Database of past disasters/accidents which have affected the schools;
5. Identification of vulnerable locations within the school campus;
6. What preparations a school should do for disaster management;
7. Why the school should do this preparation;
8. And how can they do it.

2.1.2. Formation of the School Disaster Management Committee (SDMC)

School principals should provide leadership for the establishment of a School Disaster Management Committee. The type and size of the committee will depend on campus size and school population and school level. The committee should preferably be made up of teachers, administrative personnel, parents and students. 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, review and implement a School Disaster Management Plan in consultation with qualified DM expert.
- 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 equipment and tools.
- Assist in acquiring necessary awareness materials; integrate emergency preparedness into the curriculum.
- Guide and monitor awareness activities including training of task forces and conducting mock drills to check the DM plan.
- Coordinate and communicate with local authorities and the parents/guardians of students during emergency.

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

Role of SDMC	
Pre-Disaster	Constitute SDMC; Constitute Task Force; Development of DM plan Awareness activities; Organize training of task forces; Conducting of mock drills to test the plan; Check readiness of facilities for quick.
During disaster	Meetings of task forces and take decisions to respond; Seek outside assistance if needed; Inform authorities about the situation and actions taken; Initiate action to assess damages.
Post-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.
Role of Warning & Awareness Team	
Pre-Disaster	Maintain contact with district authorities; Take regular updates from the media on the potential dangers/ hazards; Display warning signs; Disseminate information to all classrooms and teachers;

	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; Assist the principal to report to the government response departments (SDM, fire Station, Police, DM); In case school is used as shelter for public, inform the shelter staff about latest updates and weather reports.
Post-Disaster	Continue monitoring the various information sources; Keep reporting on the disaster situation to all concerned task forces and coordinate with them; Disseminate safety tips; Cooperate with district administration in preparing updates and disseminating information.

Role of Evacuation Task Force

Pre-Disaster	Conduct and participate in evacuation trainings; Test special procedures for evacuating handicapped students; Check the exists. Identify evacuation areas; Ensure that there are no non-structural problems present on the evacuation routes; Check condition of all equipment and tools for evacuation.
During disaster	Duck, Cover and hold at the first sign of earthquake. If outside, move away from building; Check evacuation route and building condition before evacuation; Evacuate in orderly manner as practiced in the drills.
Post-Disaster	All members of the task force to assemble at a pre-identified location; Ensure that emergency assembly area is accessible and safe; Take attendance of students who have evacuated and determine the missing students. Inform the search & rescue task force.

Role of Search and Rescue Task Force

Pre-Disaster	Conduct and participate in first aid trainings every year; Buy/collect necessary equipment and medicines for first aid; 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; Keep health cards up-to-date.
During disaster	Providing required emergency first aid to the injured with available resources till secondary services arrive; Supporting Medical Response Team; Providing trauma counselling as part of psychosocial care.
Post-Disaster	Tag the patients and record all cases and treatments; Determine the need for further medical assistance and coordinate requests for assistance through the principal.

2.1.3. Hazard Identification and Safety Assessment

2.1.3.1.   Recognizing dangers

The hazards and school-based emergencies 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. 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. Listing the past disasters will be useful to address the most recurring danger. The seasonality of hazards is essential to be listed so that the school is prepared to face it. The table below is an example to showcase the seasonality calendar of school.

Hazards	Months											
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Flood												
Fire												
Earthquake												
Heatstroke												
Field Fire												

2.1.3.2.   Identifying the Vulnerabilities

A risk map can be prepared by showing the various problems existing outside and in the school premises along with relative location. This risk map can be displayed in the school and it will be useful to understand the existing dangers near or inside the school. This will help the Committee to prepare action plan for solving their problems. An action planning may follow the steps:

1.   Consider all identified problems one by one.
2.   Discuss and select the viable solution that can be implemented for each problem.
3.   Identify who will be responsibility and the concerned team to implement the tasks.
4.   Decide the tentative timeline and the deadline for the specific tasks.

2.1.3.3.   Rapid Hazard and Risk Assessment of the School

The building component scan be classified into structural and non-structural. Structural elements refer to the building elements like columns, slabs, foundation, etc. Non-structural elements are the components that do not carry the load of the structure like windows, doors, stairs, walls etc., it also contains the other contents of the building like furniture, bookshelves, other appliances and wiring.

Figure 5: Common structural and non-structural risks in school building

Some of the obvious non-structural risks are also there which can be to be eradicated with simple steps and monitored on regular basis are as follow:

- Open electric panel, live wire if any may be maintained properly.
- Improper placing of cupboards and furniture which may fall down and block easy evacuation.
- Ensure clear passage, stairways which are to be used as evacuation route.
- Obstruction in the escape route or object that can fall should be wall mounted.
- Fixing of Almirahs to the walls of staff room, proper storage and keeping of book in the library.
- Ensure safe storage of inflammable liquids/ chemicals and protected against shattering.
- Regular inspection of water points.
- Medical room and First aid box should be regularly checked and updated in view availability of medicines and other required item.
- All the corridor should be free of any blockage which may fall during earthquake or catch fire, making difficult to evacuate.
- Fire extinguishers should also be checked regularly in view of workability.
- Sand of fire bucket must get replaced regularly.

A detailed situational analysis of the school also needs to be carried out and demographic details along with demographic details, for instance:

- Number of class rooms in the school (Pacca RCC, Tiled)
- The staff room in the school
- The laboratories in the schools (physics, chemistry, biology, home science etc)
- The play grounds or open space within the school premises

An action plan for non-structural mitigation measures of school can be developed on the following points:

1. Identify non-structural problems existing in the school premises
2. Develop and use the Non-Structural Mitigation Items Inventory Form for detailed assessment
3. Consider all identified problems one by one.
4. Discuss and select the viable solution that can be implemented for each problem.
5. Identify who will be responsibility and the concerned team to implement the tasks.
6. Decide the tentative timeline and the deadline for the specific tasks.

2.1.3.4. Resource mapping

All the resources available within the school premises and outside the school should be acknowledged, listed and complied. The facilities outside the school may include fire stations, police station, hospital, etc. These facilities should be decided depending on the hazards affecting the school and vulnerabilities of the school. The critical facilities available near the school should be mapped along with evacuation and vulnerability map with the support of DM Expert. Resources within the school may include evacuation and

Emergency Number
1. Disaster Management- 1077
2. District EOC-0261-2663200
3. Police Department- 100
4. Fire Department – 101
5. Ambulance Services- 108
6. Commissioner of Rescue & Relief- 1070
7. National Emergency Number-112

shelter area, equipment and materials useful for disaster response, skill training, awareness materials, etc. The human skills should also be identified. Additionally, in resource map, safe places and evacuation route should also be marked. Material resources available in the school such as:

Stretcher	Thick ropes	First aid box
Fire extinguishers	Torch	Temporary shelters (tents and tarpaulins)
Ladders	Communication system	Open space in the school premises

Action planning for equipment and tools is also required. To plan for equipment and tools for disaster management:

1. Develop a list of materials available in the school, along with quantities and their locations.
2. Identify the items missing or additional quantity that needs to be procured.
3. Identify any equipment that is not in working condition and needs to be corrected.

4. Identify who will be responsibility and the concerned team to implement the tasks.
5. Decide the tentative timeline and the deadline for the specific tasks

2.1.4. Preparation of the School Disaster Management Plan (SDMP) document

In the case of an emergency or disaster, a School Disaster Management Plan comprises of rules and procedures created to enhance student safety, preserve school property, or control school operations. Before, during, and immediately after a threatened or real emergency or disaster, the Plan ensures the safety and protection of students and personnel.

2.1.4.1. Characteristics of the School Disaster Management Plan
1. The Plan should include explicit instructions for immediate action while being flexible enough to allow for adjustments and alterations when new circumstances arise.
2. The Plan must be evaluated and updated to reflect a growing school enrolment, changes in physical plans, technical and technology improvements, and changes in community norms and regulations.
3. Straightforward, step-by-step processes that are clear and simple to implement should be included in the plan.
4. A standard process for a specific emergency response should be assigned in the plan.
5. Backup instructions should be included in the plan, along with a clear chain of command (for example, if the principal or emergency committee leader is missing, the next person in control should be designated).

2.1.4.2. Components of the School Disaster Management Plan
1. All members of the school disaster preparedness committee's complete contact information, including office, home, and cell phone numbers, as well as e-mail addresses. Additionally, emergency and assistance telephone numbers should also be included.
2. School facility floor plans and site plans that provide decision makers with a summary of building features in shelter areas, evacuation routes, locate gas, water, and electricity shut-off devices, and fire extinguishing equipment.
3. For certain emergencies, a self-glow school evacuation plan and map outlining the location and route within and outside the school should be developed.
4. In the event of a community crisis, a list of school buildings will be used as shelters.
5. The plan should include Disaster Management drills plans for orientation of all students, instructors, and staff.
6. The plan should clearly define the procedures for notifying parents and guardians in the event of a school emergency.
7. It should notify emergency transportation for kids and employees.
8. An alternative warning system to notify the whole campus in the event of a power outage should also be mentioned.
9. In the event that the school is temporarily closed for renovations or utilised as an evacuation shelter, have a strategy in place to ensure that students continue to learn.
10. Lastly, it should have measures to backup of key school records offsite.

A suggested content of the school disaster management plan is given below:

•   Basic details of School
•   List and contact information of School Disaster Management Committee
•   Demographic Details: Number of students in each classroom, number of students with disability, what type of disability, Number of Teachers, Staff

- Objectives of School Disaster Management Plan
- Methodology of developing the Plan considering phases of disaster management
- Hazards, Vulnerability, Capacities, Risks Map
- Mitigation Plan
  - Problems outside and inside school & solution.
  - Structural and non-structural problems & solution
- Preparedness Plan
  - Facilities outside school
  - Evacuation Plan with self-glow maps
  - Action Plan for equipment and tools, awareness materials, capacity building
- Review of School Disaster Management Plan
- Roles and responsibilities of stakeholders

2.1.5. Formation & Training of the Disaster Management Teams

In any form of emergency in a school, students and faculty are the first responders. As a result, it is crucial that students and educators have the fundamental skills and knowledge necessary to respond during such a critical time. Ensure that children from various groups, such as boys, girls, and children with disabilities, participate actively in the task force. With such prompt responses, both injuries and deaths might be decreased. The task forces listed below are suggested:

Awareness Generation Team

- Disaster management teacher
- Art and Crafts teacher
- Drama teacher
- Music teacher
- 1-2 parents (preferably working in the print / electronic media)
- Students active in the creative arts and public speaking

Warning and Information Dissemination Team

- Computer Teacher
- Electronics teacher
- Geography teacher
- HAM club in-charge
- 1-2 parents (preferably working in IMD, CWC, Office of the District Magistrate, Police, etc.); 4-6 students (know how to operate a VHF set)
- Members of the HAM club

RESPONSE TEAM

Evacuation Team

- All class teachers
- Class monitors and Hall monitors
- Search and Rescue Team
- Sports teachers
- NCC, NSS, Scouts and Guides instructors
- Civil Defence Trainer

Fire Service representative

- 1-2 parents (preferably from the Armed / Paramilitary forces / Police / Fire Services / Civil Defence)
- Able-bodied students

First Aid Team
- School Doctor and Nurse
- St. John Brigade / Red Cross volunteers/ Civil Defence Volunteers
- 1-2 parents (preferably from the Medical / Paramedical profession)
- Students interested in health issues

Fire Safety Team

- Teachers (2)
- 1-2 parents (preferably from fire services / civil defence)
- Students (10)

Bus Safety Team (for each bus)

Teachers and Student getting down on the last
One Senior Student

In a school, it is recommended that at least three task teams (Search and Rescue, First Aid, and Fire Safety) to be constituted. In high schools, the coordinator of each task force will be a teacher, and each task force will consist of roughly 10-12 students. However, because the kids in primary schools are so young, the coordinator and members of task groups will be teachers.

The equipment for the Task Forces

The mobilisation of local resources, as well as the use of improvised techniques, are the foundations for establishing the inventory at the school level for search and rescue, fire safety, and first aid. Following list can be customized in accordance with the school population, size and members within the task force:

Search & Rescue Kit	Fire Safety Kit
Hand Gloves, Helmets, Ropes, Stretcher, Blanket and bed sheets, Crutches, Wheelchair, Megaphone, Triage Ribbon	Sand Buckets, Fire Extinguishers, Empty Bucket, Water Storage Jar/Buckets
First Aid Kit	
IFRC First Aid Kits, Cotton Rolls, Adhesive Tape, Paper Plaster, Tweezer, Soap, ORS, Water Purification Tablets	

2.1.6. Conducting Mock Drill

Mock drills will be held to train students and teachers, as well as to test the various aspects of the response plan in order to assess and improve it. There will be no time to consider what to do next; everyone must be prepared to respond effectively right away after the disaster occurrence. Drills and exercises are critical components of any disaster management plan and must be done after preparation of DM plan through a qualified disaster manager because it:

- Educate students, staff, and parents how to respond to the complexities of a real crisis,
- Allow you to assess how effectively all sections of the plan are working together
- Evaluate and Update of the Plan to improve effectiveness

Drills	
Earthquake	**Fire/ Chemical Accident / Drill**
- Practice drop, cover, and hold - Evacuate classroom in less than 1 minute without pushing or falling. - Evacuate school in less than 4 minutes using different exits. - Look out for friends. - Stay away from weak areas. - Help those who need assistance. - Escort young children or elders.	- The need to prepare for sudden accidents needs awareness and sufficient knowledge. - To know Why and how to handle an accident is important information. - Write what to do clearly in the Laboratories and Kitchen area in the school - Practice mock drills every month - Quiz the children every week on what they would do if - The chemical in the test tube caught fire - The gas was leaking and someone lit a match. - The acid splashed on the floor. - Glass broke - Someone drank nitric acid by mistake

2.1.6.1.   Steps in Drill
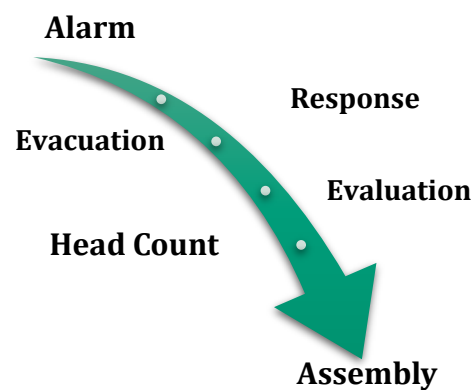
2.1.7. Stakeholders' Roles and Responsibilities During Emergencies

In a school, disaster management is handled by a variety of authorities. This section details the responsibilities of various individuals and organisations. Following are the responsibilities of different stakeholders that needs to be considered for SDMP and during emergencies:

2.1.7.1.   Teachers and Administrative Staff

-   Participate in the planning process.
-   Contribute in emergency preparation training programmes.
-   Receive emergency skills training on how to cope with children and co-workers.
-   First-aid methods should be practised.
-   Offer disaster preparedness training and practise survival tactics.
-   Provide ongoing leadership training and activities to assist students gain confidence and improve their ability to care for themselves and others in the event of an emergency.
-   Be ready to help students and employees with impairments.

2.1.7.2.   School Maintenance and Technical Staff

-   Locate gas, oil, water, and electrical shut-off valves and switches.

-   The school disaster management committee should be notified of any structural flaws or safety threats.
-   Post self-glow maps showing where protective items may be found in case of an emergency.
-   Fire extinguishers and other emergency equipment should be taught to all school workers.
-   Maintain a tool and equipment inventory.
-   Inform the school's emergency committee on the school's dangerous and protected areas, as well as accessible emergency equipment, supplies, and alternate power sources.

2.1.7.3.   Parents or Guardians

-   Participate in the Plan's creation and execution.
-   Encourage students to participate in disaster preparation activities at school.
-   Volunteer assistance in disaster preparation planning and during real-life situations at schools and provide feedback.
-   Make sure that schools have up-to-date emergency notification information for students.

- Encourage kids to talk about the disaster preparedness and response strategies they learned in school with their parents.
- Obtain training in suitable emergency preparation measures for assisting the school and community.
- Reinforce school teaching, give role models, and assure family safety by practising emergency preparedness at home.

2.1.7.4. Students

- Cooperate during the process exercises for emergencies.
- Make a first-aid kit and keep it handy.
- Acquire the ability to take responsibility for your actions. themselves as well as others
- Raise awareness among students from a variety of backgrounds dangers to the environment school
- Arrange activities in order to raise awareness of the importance of safety
- Learn how to administer first aid. Look after the younger ones and help peers that share a common interest disability.
- Play a proactive role in the event of a school emergency.

ANNEXURE

1.   Emergency Management Plan Checklist

EMERGENCY MANAGEMENT PLAN CHECKLIST		
Location: _____		Date: _____
	Yes	**Remarks**
1. Have the emergency numbers been confirmed with the concerned departments		
2. Are the emergency contact numbers prominently displayed on the plan		
3. Does the plan clearly specify procedures for reporting emergencies to the government services and the relevant education authority		
4. Are the potential risks within and up to a kilometre from the workplace identified?		
5. Does the plan clearly mention about the evacuation plan?		
6. Are the roles and responsibilities of key personnel clearly defined – task force team leaders, class teachers, office staff and students.		
7. Does the plan give emphasis on the children below class V?		
8. Does the plan address the students with special physical, mental and medical needs?		
9. Does the plan describe about how the staff will be trained and when exercise will be conducted?		
10. Has the plan been signed by Qualified Disaster Manger?		

2. Do's & Don'ts During Fire

In a Smoke Filled Room, Don't Walk, CRAWL

To Extinguish Fire USE Sand, Dust, Loose Earth, or Fire Extinguisher

HELP Fire Victims

STOP DROP ROLL...
Stop Drop Roll

CALL 101 for Fire Brigade

On Being Trapped, Stuff Side Gap of the Door with CLOTH
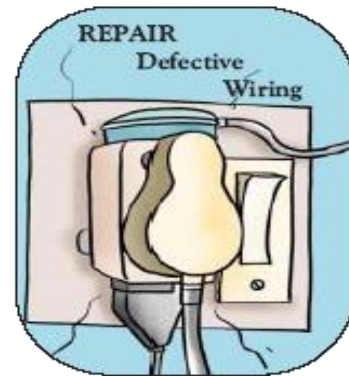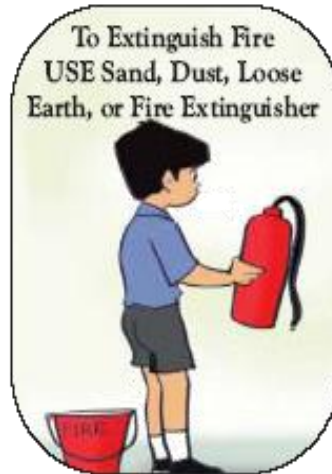
3. Do's and Don'ts Earthquake

Practice ESCAPE PLAN

STAY AWAY from Hanging Objects

ATTEND Disaster Awareness Classes

READ & LEARN About Disaster Management

DON'T TAKE SHELTER Near Windows or Cup Boards

Keep your Exit Routes UNBLOCKED

DUCK, COVER & HOLD

DON'T USE LIFT, Use Staircase to Exit

STAY AWAY from Tall Buildings & Electrical Wires
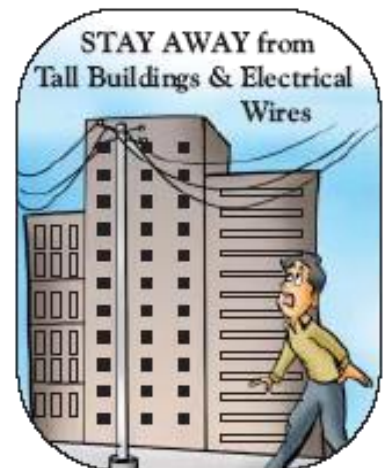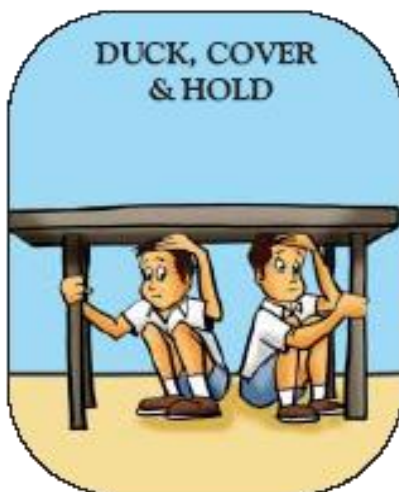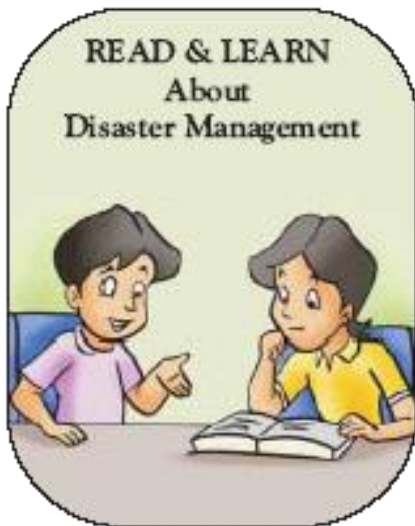
4.   Do's and Don'ts for COVID 19

COVID-19 affects different people in different ways. Most infected people will develop mild to moderate illness and recover without hospitalization.

Most common symptoms:
- fever
- dry cough
- tiredness

Less common symptoms:
- aches and pains
- sore throat
- diarrhoea
- conjunctivitis
- headache
- loss of taste or smell
- a rash on skin, or discolouration of fingers or toes

Serious symptoms:
- difficulty breathing or shortness of breath
- chest pain or pressure
- loss of speech or movement

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