



TEACHERS' GUIDE

PAKISTAN SCHOOL SAFETY FRAMEWORK



Government of Pakistan



National Disaster Management Authority

TEACHERS' GUIDE

PAKISTAN SCHOOL SAFETY FRAMEWORK (PSSF)



Published in October 2017

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Layout and Design by: School of Leadership

Published by: National Disaster Management Authority

(NDMA) Government of Pakistan

Produced by: Gender and Child Cell, NDMA

Printed by: School of Leadership

Title photo credits: UNICEF

Copies available at:

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TEACHERS' GUIDE

**PAKISTAN
SCHOOL
SAFETY
FRAMEWORK
(PSSF)**

GUIDELINES FOR TRAINEES FOR PILOT ACTIVITY

All the trained teachers would carry out the following activities in their respective schools.

- 
- Introduction of concept of PSSF to School Faculty.
 - Training of school community (teachers & students) for response against hazards.
 - Formation of School Safety Committee.
 - Preparation of School Safety Plan.
 - Conduct of Mock Drills
 - Determination of School Safety Standards through self-assessment Evaluation Checklist given in the PSSF Document.
 - Assistance and facilitation of the Evaluation of School Safety Standards by Evaluation Team detailed by NDMA.

GUIDANCE NOTE

The PSSF (Pakistan School Safety Framework) Teachers' Guide is developed for use by school teachers and principals in conducting Disaster Risk Management trainings among their peers and students. The Teachers' Guide is designed to be used by individuals who have undergone NDMA's Teacher Training course. As the contents represent actual field experiences, this handbook is not intended to be used by those who do not have the actual field experience of teaching, managing schools, working in communities or knowledge of disaster management concepts as the devised approach for this handbook is purely non-academic and practical.

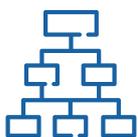
LEARNING JOURNEY



The learning journey comprises of five consecutive days during which you will be thoroughly oriented with the above mentioned components. You will also go through a follow-up training day at a later stage to ensure you are transferring your learning to fellow academicians as well as the pupils.

On the next page, you will find a model outline of training sessions you have to deliver to your target audience. You can tweak the programme slightly, as you see fit, however, you have to ensure you transfer all your learning of PSSF you receive through this training to your students and peers within the stipulated time period you have been allocated.

In the following handbook, you will find each day's sessions broken down and explained carefully under the following segments:



Methods



Process



Duration



Materials Needed



Handouts

MODEL OUTLINE OF TRAINING SESSIONS



Orientation and Introduction	Opening Session + Introduction to the learning journey	Objectives and applicability of PSSF + Natural and man-made hazards/ response to hazards	Reflections and homework	
Methodology	Introduction and expectation setting	Presentations and Lectures	Discussion & tutorial questions for homework	
The Concept of the Pakistan School Safety Framework	Operational framework of PSSF	Psychosocial protection + Environment	Proposed interventions as per minimum standards for implementation of PSSF	Proposed interventions for children with special needs
Methodology	Recap discussion based on tutorial questions + Interactive activity	Presentation	Quiz	Interactive activity
Preparing and Implementing the Safety Plan	Eight School Safety Steps	Physical Security of Schools	Functions & duties of School Safety Committee	School Safety Plan (Not for students)
Methodology	Lecture, brainstorming and presentations	Presentations	Lecture, brainstorming and presentations	Tutorial Exercise

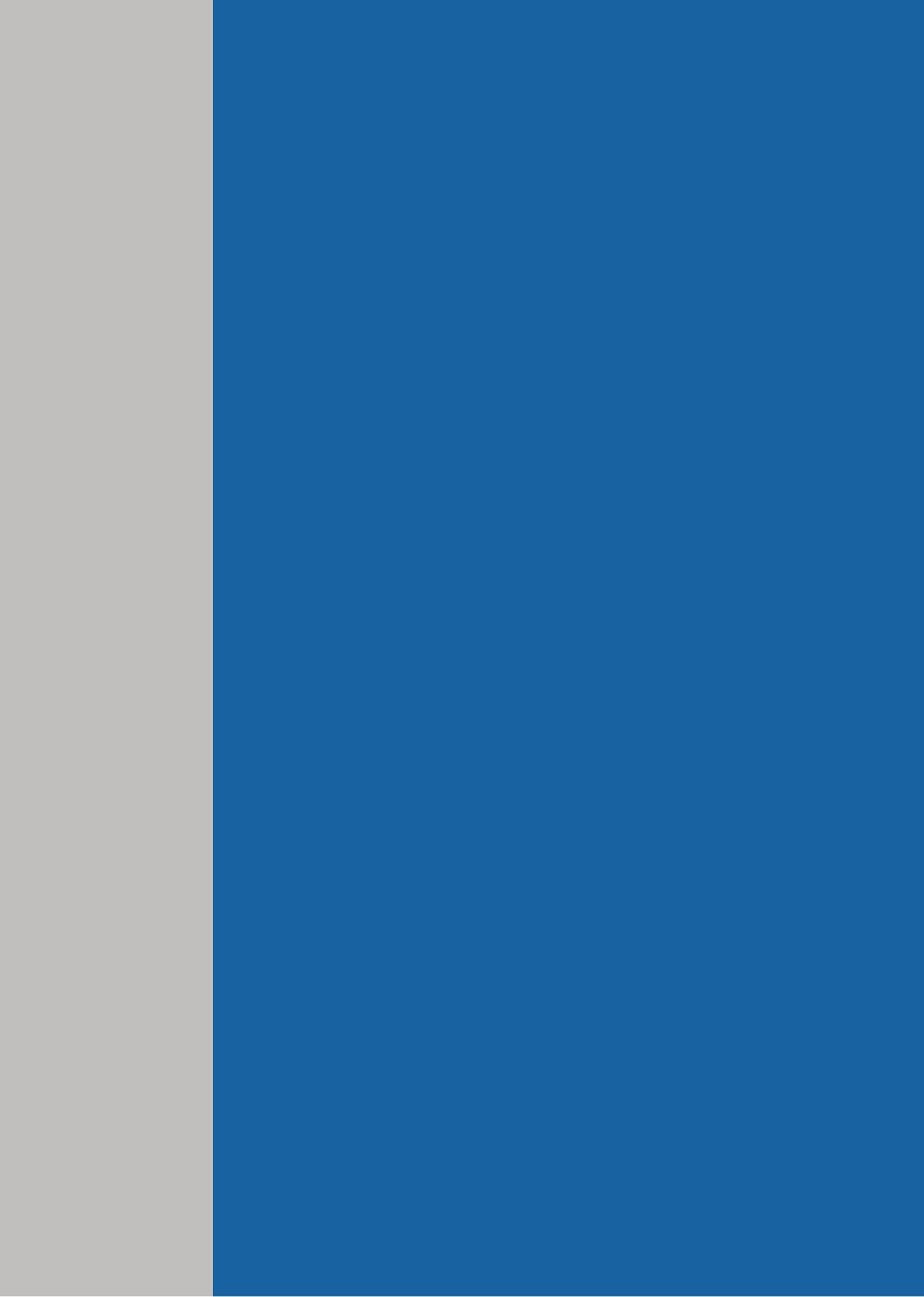


Evaluation of school safety standards	Overview of monitoring and evaluation	Evaluation Checklist (not for students)	Reflections and homework	
Methodology	Interactive discussion	Tutorial Exercise	Discussion and homework questions	
Implementation regime for the PSSF	Implementation regime for PSSF	Building and fire safety		
Methodology	Tutorial questions, brainstorming, presentations and debrief	Presentation		
Roles & Responsibilities of Stakeholders	Stakeholders for school safety	Mock drills for natural and man-made disasters		
Methodology	Lecture and interactive activity	Practice mock drills		

GLOSSARY

Disaster	A serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources
Disaster Risk Management	The systematic process of using administrative directives, organisations 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.
Disaster Risk Reduction	The conceptual framework made to minimize vulnerabilities and disaster risks throughout a society, to avoid (prevention) or to limit (mitigation and preparedness) the adverse impacts of hazards, within the broad context of sustainable development
Disaster Risk Reduction Plan	A document prepared by an authority, sector, organisation or enterprise that sets out goals and specific objectives for reducing disaster risks together with related actions to accomplish these objectives.
Emergency	Emergency is any actual threat to public safety however; the local authorities have capacities to cope with the situation
Emergency Management	The organisation and management of resources and responsibilities for addressing all aspects of emergencies, in particular preparedness, response and initial recovery steps.
Hazard	A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other healthy impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.
Mitigation	Measures taken before a disaster to minimise its effects (sometimes referred to as structural and non-structural measures)
Non-Structural Mitigation	Non-structural mitigation deals with training and awareness, skills and knowledge
Preparedness	Actions taken to make the society able to forecast and take safety measures in advance of an about to happen threat, and to respond to and handle the effects of a disaster by organizing and facilitating timely and effective rescue, relief and appropriate post-disaster assistance

Prevention	The outright avoidance of adverse impacts of hazards and related disasters.
Public Awareness	The extent of common knowledge about disaster risks, the factors that lead to disasters and the actions that can be taken individually and collectively to reduce exposure and vulnerability to hazards.
Relief	Measures required in search and rescue of survivors, as well to meet the basic needs for shelter, water, food and health care.
Recovery	The process undertaken by a disaster-affected community to fully re-establish itself to pre-disaster level of functioning
Rehabilitation	Actions taken in the result of a disaster to assist victims to repair their residences, re-establish essential services and revive key economic and social activities
Response	The provisions 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.
Reconstruction	Permanent measures to repair or replace damaged residences and infrastructure and to set the economy back on course
Risk	The Combination of the probability of an event and its negative consequences.
Structural Mitigation	Structural mitigation deals with infrastructure related things, e.g. building safety wall
Vulnerability	The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.



ACRONYMS

CBRDM	Community Based Disaster Risk Management
CCDRR	Child Centred Disaster Risk Reduction
CCSGF	Contemporary Concept of Comprehensive School Safety Framework
CCTV	Closed Circuit Television
CDMC	Community Disaster Management Committee
COGSS	Coalition for Global School Safety
DDMA	District Disaster Management Authority
DEO	District Education Officer
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
EMIS	Education Management Information System
FGED	Federal Government Education Directorate
GADRRRES	Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector
KP	Khyber Pukhtoonkhwa
MGB	Mines and Geosciences Bureau
NDMA	National Disaster Management Authority
NMFSS	National Monitoring Framework on School Safety
NMFSSDM	National Monitoring Framework on School Safety and Disaster Management
PDMA	Provincial Disaster Management Authority
PED	Provincial Education Department
PEMRA	Pakistan Electronic Media Regulatory Authority
PSSF	Pakistan School Safety Framework
PTA	Parent Teacher Association
PTC	Parent Teacher Council
SBDRM	School Based Disaster Risk Management
SOP	Standard Operating Procedures
SSC	School Safety Committee
SSP	School Safety Plan
UNISDR	United Nations International Strategy for Disaster Reduction
UNOCHA	United Nations Office for Coordination of Humanitarian Affairs

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INTRODUCTION

Children are our most valuable asset but are easily hurt and harmed emotionally, physically and mentally by the natural and human made hazards. Unfortunately, Pakistan is a disaster-prone country located in a High Risk Seismic Zone and rated amongst the top ten countries for disaster deaths in the last 20 years.

The following table shows some of the most terrible disasters that have occurred in Pakistan to date:

Table 2: Top 10 Natural Disasters in Pakistan (1935 to 2005)

DISASTER	DATE	KILLED
Earthquake	8 October 2005	73338
Earthquake	31 May 1935	60000
Windstorm	15 December 1965	10000
Earthquake	28 December 1974	4700
Earthquake	27 November 1945	4000
Flood	1950	2900
Flood	2 March 1998	1000
Windstorm	14 November 1993	609
Flood	June 1977	848
Flood	8 September 1992	1334

Source: EM-DAT: The OFDA/CRED International Database, www.em-dat.net

The destruction of 58,808 schools during the 2005 earthquake and more than 10,000 schools in the 2010 floods was a major destruction and therefore providing school safety is the foremost thing.

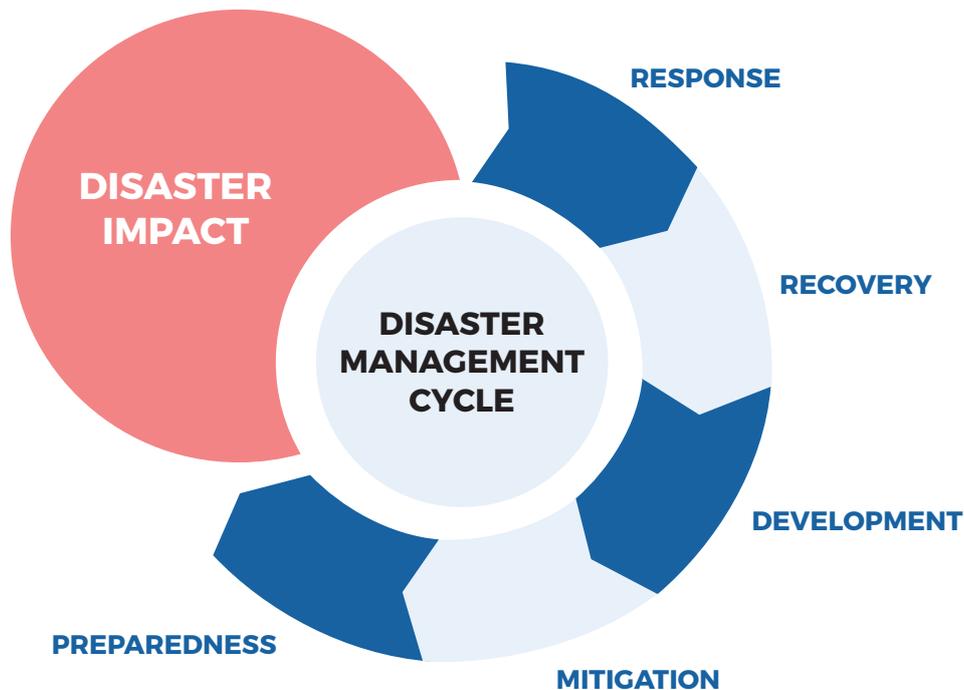
School safety involves a conscious, structured effort to assess risk from potential natural hazards (such as earthquakes, floods, landslides, and heat waves) and human-made hazards (such as fires, bomb threats, hostage situations, terrorist attacks, building collapse and toxic hazards) and to counter those risks. Therefore it involves a lot of planning and preparation so as to be secure from and able to respond effectively to threats or hazards that may cause danger to the lives of students, teachers and others and/or disrupt educational continuity (i.e. student's continued learning in a favorable environment during and after a hazard has struck). School safety initiatives and programs are designed to promote safe physical, emotional, social and academic involvement.

Unfortunately the concept of school safety is not very well understood in Pakistan. The physical security of a school is often misunderstood as building safety but that is not the case as buildings are only one component of a comprehensive school safety regime. Hence the need arises to charter an all-inclusive school safety framework, linking with the Pakistani environment for effective disaster risk management and so as to ensure the safety and security of children in all types of schools in all regions of the country.

The National Disaster Risk Reduction Policy, formulated in 2013, focuses on prevention, mitigation and preparedness aspects of disaster risk reduction (DRR). The Policy recognizes that higher vulnerability leads to higher losses in

disasters and hence sufficient and effective disaster risk reduction involvements for vulnerable groups are required. It further emphasizes the need for vulnerability and risk assessment and DRR initiatives such as the Community Based Disaster Risk Management (CBDRM). It also emphasizes that a School Based Disaster Risk Management (SBDRM) Framework should be developed and which should be aligned to the National Disaster Management Plan and National Disaster Risk Reduction Policy for prevention, mitigation, preparedness, response and recovery in the face of any type of disaster.

Figure 1: Disaster Management Cycle



In order to fully comprehend PSSF and following trainings that you will be conducting, is imperative to understand the various types of disasters there are. PSSF classifies disasters into two types, a) natural disasters and b) man-made disasters.

Manmade disasters are ones that result from human-induced threats, such as

- » Crime
- » Civil disorder
- » Terrorism
- » Harmful material
- » Space
- » Big holes within premises

Natural hazards, on the other hand, are threats naturally occurring that have negative effects on people and the environment. Many natural hazards are interrelated like earthquake can cause Tsunami and drought directly leading to starvation (food shortage).

Some of the natural hazards include:

- » Earthquake
- » Snow avalanches
- » Flood
- » Debris flow
- » Land sliding
- » Volcanic Eruption
- » Tsunami
- » Drought
- » Strom
- » Disease / Epidemics

1. Earthquake:



An earthquake is when the surface of the earth vibrates and shakes – and when big earthquakes happen, the ground shakes a lot. The surface of our planet is not a complete round shell, but is made up of large pieces, much like a jigsaw puzzle, called tectonic plates. Tectonic plates are always moving and as they rub over, under or past each other, we feel the ground trembling in the form of an earthquake.

Layers of earth:

Crust: outer most thick layer which is 5 to 100 km thick and is called “Lithosphere”

Mantle: the middle layer and thicker than the crust

Core: consists of 1/3 of the earth mass and comprises iron and gases.

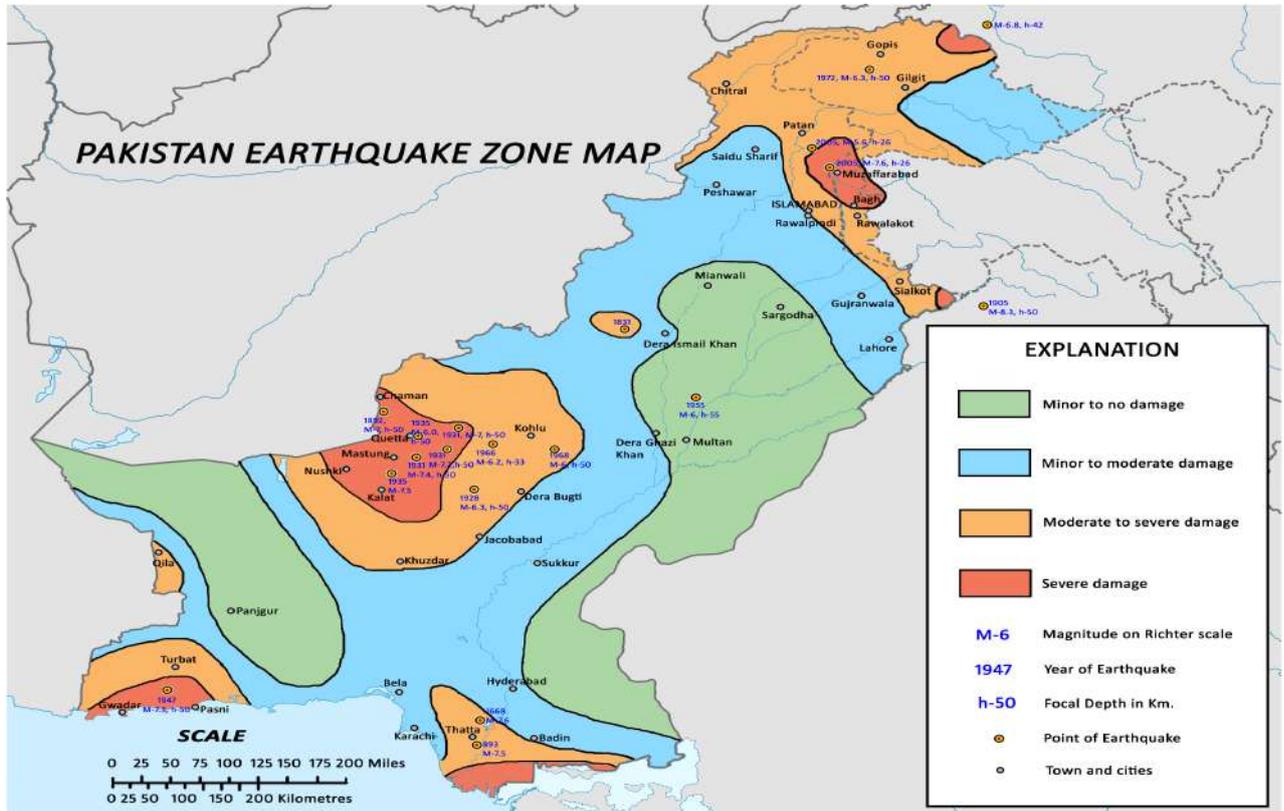
Consequences:

During earthquake the shaking caused by seismic waves can cause damage buildings or cause buildings to collapse. The level of damage done to a structure depends on the amplitude and the duration of shaking. The amplitudes are largest close to large earthquakes and the duration generally increases with the size of the earthquake (larger quakes shake longer because they rupture larger areas). Regional geology can affect the level and duration of shaking but more important are local site conditions. Other economic and social consequence include trauma, cost of damage, loss of jobs, loss of housing, business interruption, waste of energy and materials.

Occurrence:

The areas comprising Pakistan have suffered four major earthquakes in the 20 century including the great Quetta earthquake of 1935, the 1945 earthquake off the coast of Makran, the 1976 earthquake in Northern areas, and the October 2005 Kashmir earthquake. In between these major events, the Northern areas and Kashmir have experienced many small quakes with localized impacts.

Earthquake Hazard Zones in Pakistan



2. Flood:



It is a form of natural disaster when there is more water than rivers, oceans, lakes and ground can hold. The water level rises and covers land that is usually dry. At the same time some floods occur without causing any problem, others can cause large-scale destruction and significant loss of life. Flooding is experienced all over the world and in some countries such as Bangladesh, flooding occurs regularly.

Floods are often classified by their severity. The scale used to classify floods in is:

- a. **Minor flooding** – media reports of minor flooding, road closures, and traffic disruptions only;
- b. **Serious flooding** – media reports of floods affecting residential areas;
- c. **Severe flooding** – media reports of flooding of homes, shops or factories, evacuation of low lying properties;
- d. **Very severe flooding** – media reports of equal to worst on record extensive flooding of homes, shops or factories, evacuation of many residents and substantial damage to property and facilities; and
- e. **Extreme flooding** – media reports of exceptional damage/levels of flooding, massive flood damage to property and facilities, widespread evacuation of residents in life threatening conditions.

The three main types of floods include:

» **Coastal flooding**

Storm stream is an irregular rise in ocean water level linked with tropical storms and different tempests drifts. Floods result from solid on-shore winds and/or extreme low weight cells and sea storms. Water level is controlled by wind, climatic weight, existing cosmic tide, waves and swell, neighborhood waterfront geology and bathymetry (Bathymetry is the study of underwater depth of lake or ocean floors), and the tempest’s vicinity to the drift.

The most significant damage often results from the direct impact of waves on fixed structures. Indirect impacts include flooding and damage of major infrastructure such as highways and railroads. Flooding of deltas and other low-lying coastal areas is worsened by the influence of tidal action, storm waves, and frequent channel shifts.

» **Riverine flooding**

Land-borne floods occur when the capacity of stream channels to conduct water is exceeded and water overflows banks. Floods are natural phenomena, and may be expected to occur at irregular intervals on all stream and rivers. Settlement of floodplain areas is a major cause of flood damage.

» **Flash Floods**

Flash floods are a type of floods occurring in the mountain areas. The occurrences are so sudden and it brings many flashes including boulders, mud and clay with the water. These are considered to be the most devastating type of floods.

3. Debris Flow



Waste and debris streams are amongst the most unsafe of all mass reckless occasions. They can happen abruptly and can affect whole towns in a matter of minutes. They are made of garbage and other materials over the mountains. This garbage can includes anything from the littlest mud particles to rocks, trees, autos, and parts of structures. Garbage streams happen when rain water starts to wash material from an incline or when water sheets off of a naturally blazed extend of land.

Debris flows, sometimes referred to as mudslides, mudflows, or debris avalanches, generally flow during periods of intense rainfall or rapid snow melt. They usually start on steep hillsides and shallow landslides that liquefy and accelerate to speeds that are typically about 10 miles per hour, but can exceed 35 miles per hour.

The consistency of debris flows ranges from watery mud to very thick, rocky mud that can carry large items such as boulders, trees, and cars. Debris flows from many different sources can combine in channels, and their destructive power may be greatly increased. They continue flowing down hills and through channels, growing in volume with the addition of water, sand, mud, boulders, trees, and other materials. When the flows reach flatter ground, the debris spreads over a broad area, sometimes accumulating in thick deposits that can wreak havoc in developed areas.

4. Snow Avalanche:



An avalanche is a sudden rapid flow of snow down a slope, occurring when either natural triggers or human activity causes a critical increasing transition from the slow equilibrium evolution of the snow pack. Typically occurring in mountainous land, an avalanche can mix air and water with the descending snow. Powerful avalanches have the capability to entrain ice, rocks, trees, and other material on the slope. Avalanches are primarily composed of flowing snow, and are distinct from landslides and mudslides.

In contrast to other natural events which can cause disasters, avalanches are not rare or random events and are common to any mountain range that accumulates a standing snow pack. In mountainous territory avalanches are among the most serious objective hazards to life and property, with their destructive capability resulting from their potential to carry a huge mass of snow rapidly over large distances.

5. Land sliding



The term landslide incorporates slides, falls, and streams of unconsolidated materials. Landslides can be brought about by enormous vibrations, volcanic emissions, soil overwhelmed by large rainstorms or groundwater rise, and waterway undermining. The enormous tremor shaking of immersed soils makes especially dangerous conditions. In spite of the fact that landslides are exceptionally restricted, they can be especially unsafe because of their recurrence of event.



6. Fire

Fire when out of control, has no friends no moral values respects no barriers and recognizes no boundaries.

Triangular of Fire:

The basic strategy to prevent fire is to control or separate the sources of fuel and heat in order to avoid fire

- » Heat
- » Oxygen
- » Fuel

Fire is classified according to type of fuel that is burning:

Class A

Wood, paper, cloth, trash, plastics Solid combustible materials that are not metal

Class B

Flammable liquids: gasoline, oil, greases etc. any non-metal in a liquid state, on fire. This classification also includes flammable gases.

Class C and E

Electrical: energized electrical equipment. As long as it's "plugged in," it would be considered a class C fire.

Class D

Metal such as potassium, sodium, aluminum, magnesium: Unless in a laboratory or in an industry that uses these materials, it is unlikely to encounter a Class D fire. It takes special extinguishing agents (Metal-X, foam) to fight such a fire.



7. Climate Change:

It is a long-term change in the statistical distribution of weather patterns over periods ranging from decades to millions of years. It may be a change in average weather conditions or the distribution of events around that average (e.g., more or fewer extreme weather events). Climate change may be limited to a specific area or may occur across the whole Earth.

1



CHAPTER 1 INTRODUCTION

Activity 1: Overview

Activity 2: Introduction to PSSF

Activity 3: Reflections & Homework

Objective

After going through this chapter, your peers and students will be able to:

- Understand the objective, need and methodology of PSSF
- Tell the difference between natural (such as earthquakes, floods, landslides, and heat waves) and man-made hazards (such as fires, bomb threats, hostage situations, terrorist attacks, building collapse and toxic hazards).
- Contextualise hazard, risk, vulnerability and capacity in light of school safety in Pakistan
- Identify and understand where the framework guidelines can be applied (all types of schools – formal and non-formal) and who has the responsibility to ensure the standards set by the framework are implemented.

ACTIVITY 1: OVERVIEW



Methods

- 1 Opening session (10 minutes)
- 2 Your introduction (5 minutes)
- 3 Introduction of the participants (10 minutes)
- 4 Course outline and story sharing (10 minutes)
- 5 Tree of Expectations (25 minutes)

Process

- 1 Have a representative from NDMA, school principal or a local community member initiate your training session with an opening segment.
- 2 You welcome the participants and introduce yourself, as well as the group/audience.
- 3 Present the objectives and outline of the reason why you are presenting PSSF to them and why does
 There should be 1 tree/flipchart for 8-10 participants. For a larger group, draw tree accordingly on multiple flipchart papers.
- 4 Do a debrief following the activity. Discuss the repeated goals, expectations and fears first, since it is important to discuss the inadequate and unrealistic expectations before the training begins. Discuss which long term goals and fears may be relevant, how they can achieve those goals and remove the fears.

 They can revisit this tree at the end of the course and discuss which expectations and fears were fulfilled or not and if they foresee their long term goals being achieved as well. You ask the participants at the end of training to visit the tree and- remove the cards with expectations that were fulfilled and the cards with fears that were not significant; these cards are put in a small box below the tree;- leave the cards with expectations that were not fulfilled and the cards with fears which came true; these cards remain at the tree.



Materials Needed



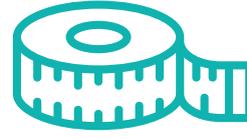
Sticky Notes in 3 colors. 4 sticky notes per person per color



Flip chart (One per person maximum)



Pens



Tape



Brown & Green markers to draw the tree

ACTIVITY 2: INTRODUCTION TO PSSF



Duration

60

Minutes

Methods

- 1 Presentation and lecture on objectives and applicability of PSSF (15 minutes)
- 2 Brainstorming exercise (15 minutes)
- 3 Presentation on natural and man-made hazards and response to disasters and hazards (30 minutes)

Process

1

The trainer will deliver a lecture on objectives and applicability of PSSF, based on a PowerPoint presentation for students and other teachers.

2

Divide the group into two or three, and have them brainstorm and come up with all the natural and man-made hazards and disasters they know of, along with responses to those disasters as they see fit.

3

The trainer will finish the activity with another presentation, lecture and discussion on natural and man-made hazards and responses, to cover all areas they may have missed in their brainstorming exercise but are mentioned in PSSF.

Materials Needed



Flip charts



Markers

ACTIVITY 3: REFLECTION & HOMEWORK



Duration

60

Minutes

Methods

- 1 Discussion (40 mins)
- 2 Questions for Homework (20 mins)

Process

- 1 Have an interactive discussion with the students and teachers on their learning of the day.
- 2 Give them a set of tutorial questions along with hand-outs of the day to prepare for the next day's sessions. These questions are for students in the 9th grade or above, and teachers. The questions should include:
 - a) What is PSSF?
 - b) What are minimum standards of safety required under PSSF?
 - c) What do we mean by education continuity?
 - d) How can child-centred disaster preparedness and risk reduction strategies be enforced? Share some ideas.
 - e) What is School Safety Committee? What purpose does it serve?
 - f) Name 7 components of SSC.

- g) Why is school safety required?
- h) What steps should be taken to develop School Safety Plan?
- i) Who is responsible for preparing and updating the School Safety Plan?

3

Tell the participants they can find the answers to these questions in the hand-outs, as well through NDMA's website: <http://www.ndma.gov.pk>

Materials Needed



Handouts
Chapter 1,2 & 3
- PSSF

2

CHAPTER 2



THE CONCEPT OF THE PAKISTAN SCHOOL SAFETY FRAMEWORK (PSSF)

Activity 1: Operational framework of PSSF

Activity 2: Psychosocial protection & environment

Activity 3: Proposed interventions as per minimum standards of PSSF

Activity 4: Building & fire safety

Activity 5: Sensitisation of children with special needs

Objective

The participants will learn:

- The minimum standards to ensure school safety
- How psychosocial elements play a significant role in disaster risk management
- What a School Safety Committee is and what constitutes a School Safety Plan

ACTIVITY 1: OPERATIONAL FRAMEWORK OF PSSF



Methods

- 1 Recap (15 minutes)
- 2 Video and discussion (10 minutes)
- 3 Presentation and lecture (15 minutes)
- 4 The Three Pillars (90 minutes)

Process

- 1 Have a recap discussion on the learning of Chapter I followed by asking questions that you gave them as homework.
- 2 Play the video (<https://www.youtube.com/watch?v=USLHmwvpjX8>) as a recap of disaster preparedness and how it is done around the world.
- 3 Show the group the Comprehensive School Safety Global Framework Venn diagram, and take them through the three components, explaining what each component entails. Based on their understanding, briefly orient them with how this global model has been contextualised for Pakistan and adapted into the operational framework of PSSF.
- 4 Paste three flip charts on three corners/pillars of the room. Each chart with the name of each pillar of Operational Framework of PSSF (Prevention & Mitigation; Preparedness & Risk Reduction; and Response & Recovery). Now divide the students/teachers in three groups and assign each pillar to each of the three groups. The groups are required to write their understanding of the pillar in the form of key points. Once all three of the groups are finished jotting down the points, have them take turns and go see the other groups' charts. They should look at the key points written by the other group, and give each point rating from 1-5, based on their understanding of how important that key point is. They should also be allowed to add or subtract more points on the charts, to bring it closer to rating 5.

5

Have each group come to the stage to present their understanding of the assigned pillar.

6

Debrief: explain in length the key points of each component of the operational framework of PSSF, the three pillars' relationship with each other and the intention behind chalking out this model (making sure all the points that were missed by the students/teachers on flipcharts are covered by you in the debrief).

Materials Needed



3 Flip chart



Markers

ACTIVITY 2: PSYCHOSOCIAL PROTECTION & ENVIRONMENT



Methods

- 1 Lecture (30 mins)
- 2 Lecture (30 mins)

Process

1

The trainer will deliver a 30-minute lecture/presentation on psychosocial protection of children in disaster situations.

2

The second lecture will follow on the topic of environment.

Key Trainer Notes

- 1 Teachers, education personnel and school management should develop the skills to give psychosocial support that ensures the wellbeing of the students; their learning should embrace both psychosocial learning activities and means of relating to students psychosocially.
- 2 In case a disaster happens, measures should be in place for post-disaster trauma management.
- 3 School must have developed internal systems for mentoring the psychosocial wellbeing of students belonging to minority linguistic, ethnic and religious groups.
- 4 The community-at-large should be involved in monitoring access to school and the school premises to ensure that the school is free from safety and security risks; this might be achieved through liaison between the school disaster management committee and the community disaster management committee (CDMC)
- 5 The school should take pains to foster an environment for children that protects them from violence, exploitation and abuse.
- 6 The school should enable children to grow intellectually and emotionally through structured and appropriate psychosocial learning activities.
- 7 School must have mechanisms and skills in place so as to be able to identify students with special emotional or physical needs.
- 8 A behavioural and relational code of conduct for all school members should be in place, prominently displayed and regularly discussed with students
- 9 The school should provide activities to help meet the psychosocial needs of students and teachers, to address distress caused by traumatic events, or anticipation and fear of traumatic events, and to identify those who need special help. Schools should take into account that students may have memories of hazards/disasters or have heard stories of them from parents and community members and, hence, be fearful. For this reason psychosocial support and activities should be offered on a regular basis and not just in the aftermath of a disaster.

ACTIVITY 3: PROPOSED INTERVENTION AS PER MINIMUM STANDARDS FOR PSSF



Methods

- 1 Prep for Quiz (30 minutes)
- 2 Quiz (20 minutes)
- 3 Debrief on quiz (10 minutes)

Process

- 1 Explain to students the proposed interventions as per minimum standards for PSSF, as per the three pillars of operational framework they studied earlier. When training other teachers, you can give them handouts of PSSF Chapter 2 (2.7) which they can read on their own in a time period specified by you (e.g. 30 minutes).
- 2 Divide the participants into two teams, and ask them prepare a set of 20 short questions for their opponent team to answer. Team A can be given 2.7 and 2.7.1, while the other two sub-topics can be allocated to Team B to avoid duplication of questions. However, both the teams will be required to go through all of 2.7 in order to answer the questions correctly.
- 3 Both the teams will go against each other and ask questions. The winning team will get a prize.
- 4 Do a 10-minute debrief on the quiz, covering the components they may have missed.

Materials Needed



Paper



Pens



Markers



Charts

ACTIVITY 4: BUILDING & FIRE SAFETY



Methods

- 1 Presentation / Lecture

Process

- 1 The trainer will deliver a lecture through a presentation on building and fire safety.

Materials Needed



Flip Chart



Markers



Multimedia project
with screen

ACTIVITY 5: SENSITISATION EXERCISE FOR CHILDREN WITH SPECIAL NEEDS



Methods

- 1 Interactive Exercise

Process

- 1 Briefly discuss 2.8 (Proposed Interventions for Children with Special Needs) section of the framework followed by an exercise. Divide the participants in three groups, and have 1 person from each group volunteer as the class-teacher.
- 2 From within each group, have two participants volunteer as students with disabilities, e.g., an intellectual disability, or physical handicap (blindness etc.).
- 3 Hit the alarm to announce that a disaster has struck, which requires the volunteer teachers from each group to lead the evacuation as they think an evacuation should be conducted, keeping in mind there are students with disabilities that have to be evacuated as well. Here, they should bring the buddy system into practice and watch out for other considerations, e.g. is the evacuation site accessible to children with all kinds of disabilities?
- 4 Based on their learning from this drill, have each group develop SOPs for students with disabilities in emergency situations, followed by presentations and feedback on the SOPs.

Materials Needed



Paper



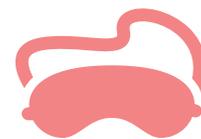
Pens



Markers

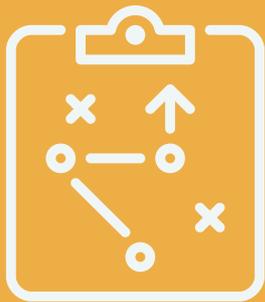


Charts



Blindfold

3



CHAPTER 3 PREPARING AND IMPLEMENTING THE SAFETY PLAN

Activity 1: Eight school safety steps

Activity 2: Physical security of schools

Activity 3: Functions & duties of school safety committee

Activity 4: Mock drills for natural disasters

Activity 5: Mock drills for man made disasters

Activity 6: School safety plan (TE)

Objective

After this chapter, the students and teachers will have:

1. The necessary knowledge of how a School Safety Plan is developed
2. Understanding of how School Safety Plans are to be evaluated, and what factors the schools would be evaluated and monitored on. They will also briefly touch upon the scoring system that has been established by NDMA.

ACTIVITY 1: EIGHT SCHOOL SAFETY STEPS



Methods

- 1 Lecture (30 minutes)
- 2 Brainstorming and Presentations (60 minutes)

Process

1

You will deliver a 30-minute lecture on the eight school safety steps as laid out in the framework, including:

- a. Orientation and sensitisation of the school community
- b. Formation of the school safety committee
- c. Conducting a risk assessment of the school
- d. Developing the School Safety Plan
- e. Developing an Education Continuity Plan
- f. Conducting drills and evacuation simulations
- g. Mobilising the school as a disaster management learning organisation
- h. Mobilising the school as a DRR community hub

2

When delivering this lecture to other teachers and your peers, focus on all eight steps in great length. However, for students, keep it brief and just engage them in an interactive discussion to introduce them to concepts of School Safety Committee and School Safety Plan so they know their own schools will also have this committee and a plan.

Materials Needed



Flip Chart



Markers

ACTIVITY 2: PHYSICAL SECURITY OF SCHOOLS



Duration

60

Minutes

Methods

- 1 Presentation & Lecture

Process



A representative from NDMA will deliver a lecture through presentation on physical security of schools.

Materials Needed



Multimedia project
with screen

ACTIVITY 3: FUNCTIONS & DUTIES OF SCHOOL SAFETY COMMITTEE



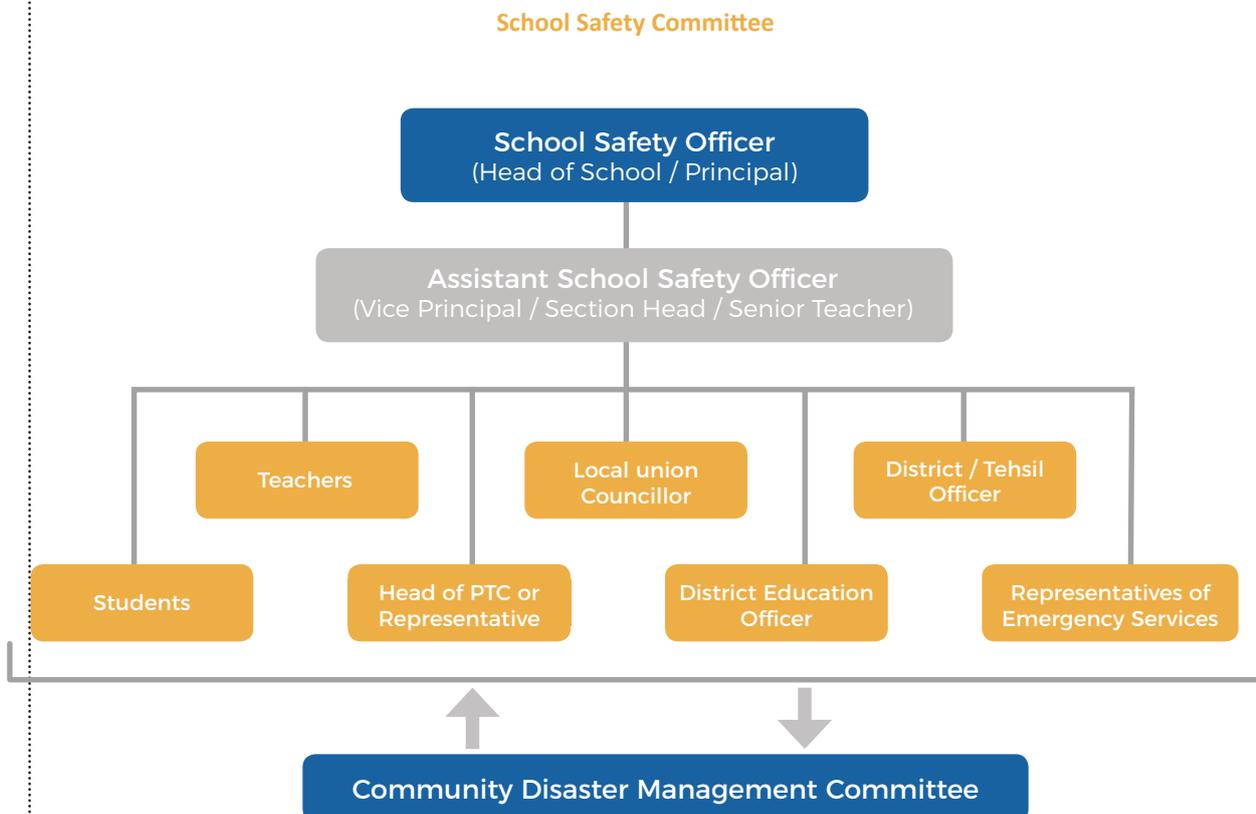
Methods

- 1 Lecture (10 minutes)
- 2 Brainstorming and Presentations (50 minutes)

Process

1

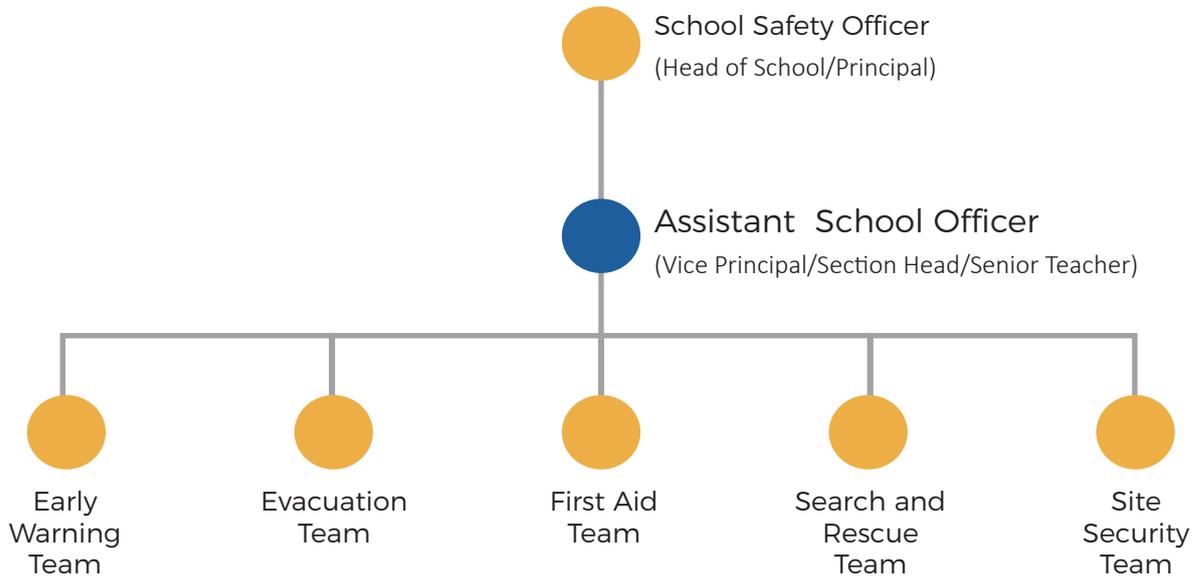
Give a brief lecture on School Safety Committee, based on the suggested organisational structure from the framework. When training teachers, you can draw the organogram on the board that captures the links to teaching and non-teaching staff, to student body, to parents and community, the Community Disaster Management Committee, to service organisations and to the district education authority.



2

Draw/present the following diagram for students and teachers and tell them it's a suggested emergency response structure for school safety management:

Suggested emergency response structure for School Safety Management:



3

Divide the group into 7 teams, and ask them to brainstorm ideas on what they think the duties of these committee members/teams should be. For example, Team A will brainstorm and present ideas on what tasks are to be performed by the School Safety Officer/Head of School, while Team G will chalk out duties to be performed by Site Security Team. You, as the facilitator, can help them refine these ideas during presentations.

ACTIVITY 4: MOCK DRILLS FOR NATURAL DISASTERS



Methods

- 1 Presentation and interactive discussion on mock drills for natural disasters (60 minutes)
- 2 Mock drills for earth quake and flood followed by feedback and debrief (90 minutes)

Process

1

Discuss with the group why drills are a necessary element in disaster risk management and what roles do they play. Also ask the participants what they think constitutes a mock drill for natural hazards. Also show them the following videos and have a discussion around them:

a) **Earth quake:** <https://www.youtube.com/watch?v=4M45popnjs8>

https://www.youtube.com/watch?v=ffbIOT_TNtU

b) **Floods:** <https://www.youtube.com/watch?v=oqh0zveFYJO> <https://www.youtube.com/watch?v=zwyUL2hnwf4> <https://www.youtube.com/watch?v=iD2SbeU4MxY> <http://www.ndma.gov.pk/webtv/?videos=monsoon-season-public-service-message>

2

Make sure you explain in the lecture that mock drills are an effective means of preparing the school staff and the children for any hazard and also they help in refining SOPs/contingency plans. They also carry the benefit of creating awareness through practical demonstration. A school safety plan tends to lose value unless its details are refined during an emergency. Hence mock drills must be carried out to practice early warning, evacuation, search and rescue operations, first aid and site security. Mock drills must be carried out at least once every three months, especially before the onset of monsoons/winter (rain and snow). Their frequency can be increased to once a month. Mock exercises introduce a culture of preparedness in the school community where they are conducted. There should be a mixture of announced and unannounced mock drills and evacuations. And while doing the drills, sufficient safeguards should be in place so that undue panic is not created. The local community and relevant government department should also be involved in the mock exercises for purposes of realism and validity. The involvement of the fire brigade/rescue 1122 and the paramedics may also be arranged. This carries additional educational/informational value besides boosting the confidence level of the school community. The mock drills must preferably be specific to the hazards faced by a school so that the preparedness activity is well focused.

3

Do an unannounced mock drill for earthquake:

- a) Announce there is an earthquake. Tell the teachers/students to “drop, cover and hold” under tables, desks and chairs until the shaking stops (about 30 seconds), during which the power should go out from the room they are in.

4

Give them feedback on what was missing during the drill, e.g. did the participants move away from windows, glass and unfastened objects? If there were no desks, did they use bags etc. to cover the heads? Debrief should also include what to do when outside; instructions such as getting clear of buildings, power lines, trees, light poles and other dangers, dropping down to knees and covering head and neck. Also include instructions on how to evacuate and assemble after the shaking stops.



DROP



COVER



HOLD

5

Flood drill: explain to the group a hypothetical situation where a flood has occurred during the 5th day of rain, generating massive floor runoff where the river spills over its banks. The school building has only one floor, and the plan is to evacuate to a higher ground if time permits.

6

Debrief on the session should include questions to the participants such as:

- a) What did you think of the drills?
- b) What did you learn?
- c) What are the strengths and weaknesses regarding how we communicated with you about the information we provided?
- d) What are some of the things that surprised you as you thought through how you and the students would evacuate? Was transportation a concern? Were your personal belongings stored somewhere safe?

7

Give a lecture on how an evacuation takes place and in what circumstances it is necessary to evacuate (15 minutes). The lecture should include these points: as soon as the 'emergency' occurs the students and the staff should be informed by the early warning team using the early warning system put in place. Initial steps that have been determined to control an emergency should be taken, e.g. fire extinguishing using available resources. At the same time the warning should be immediately followed by an evacuation led by the evacuation team (following the well-signed routes). Students should assemble at pre-designated assembly points. The search & rescue team should conduct a head count and search for missing persons. The first aid team will practice treating the victims on the spot, at the pre-designated first aid post. After first aid operations, 'victims' should be rushed to the nearest hospital as soon as possible, if necessary. Fire brigade and police should be informed immediately. The situation should be handled calmly by all the teams. Students should be kept calm and controlled by their teachers. The site security team should prevent any person running into the disaster site. The process should be evaluated and future measures should be discussed with the participation of the school community in a debriefing session. Evacuation and assembly after earthquake/flood/fire must involve the following steps:

- a) Once the threat has subsided, students must be instructed to leave the building in single file and in a calm, orderly manner. (Two files if staircase is wide)
- b) The person in-charge of each class must indicate the pre-determined route to be used and everyone must be directed to pre-identified evacuation areas.
- c) Specific arrangements must be made for pupils with physical or mental disabilities to ensure that they are assisted during evacuation.
- d) No running is to be permitted to avoid panic and stampede.
- e) On staircases, everyone must descend in disciplined file. Overtaking of classes or individuals must not be permitted.
- f) Watch out for potential falling objects.
- g) Anyone who is not in class when the threat came must stop and observe the surroundings for potential hazardous objects, then proceed immediately to the evacuation point.
- h) Students should stand according to their Roll No. for easy counting.
- i) At the assembly point, a roll call or body count must be made to ascertain that no one remains in the building.
- j) Each teacher must report whether everybody is accounted for or if there are missing students.

Materials Needed



Shaking sign board



Microphone



Multiple screens in the room



Sound effects

ACTIVITY 5: MOCK DRILLS FOR MAN-MADE DISASTERS



Methods

- 1 Presentation and interactive discussion on mock drills for man-made disasters (60 minutes)
- 2 Mock drills for fire, terrorist attack/bomb threat, shooting, intruder/kidnapping and chemical leak/spill (90 minutes)

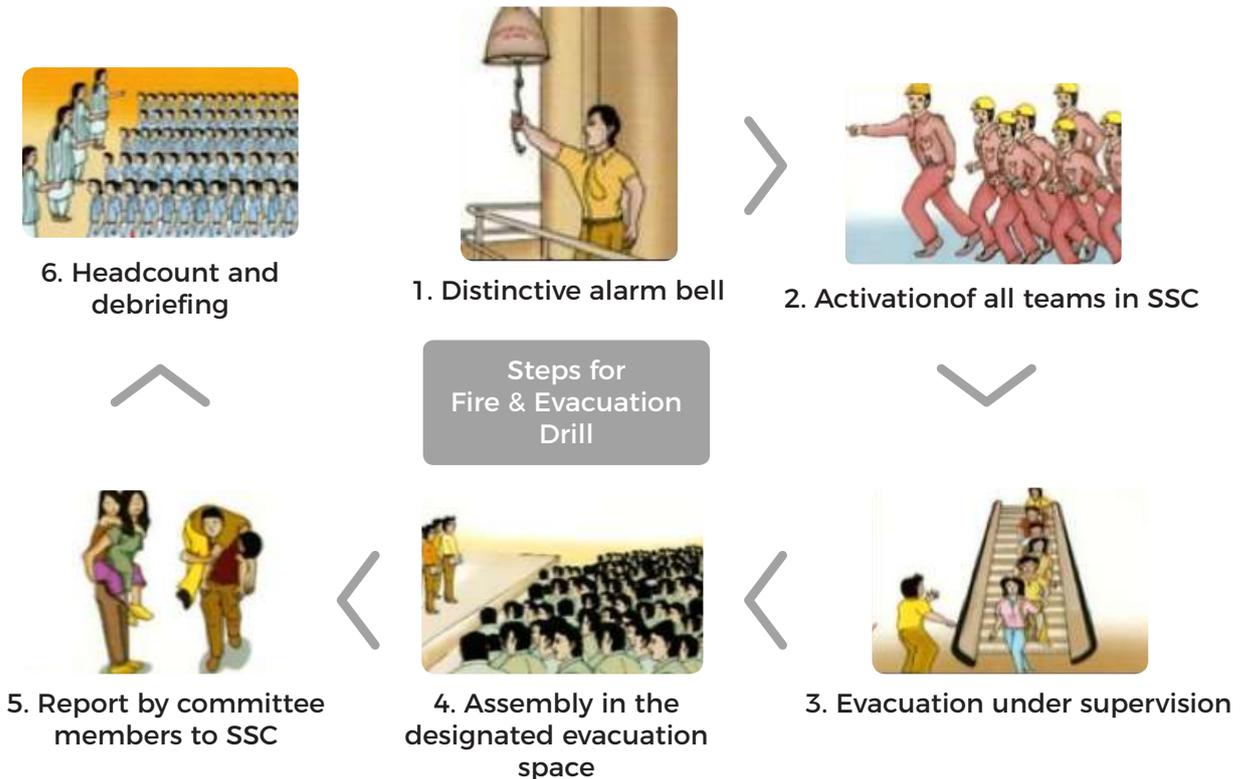
Process

- 1 Present and have a discussion with the participants on what constitutes a mock drill for man-made disasters, and cover the comprehensive steps involved in evacuation and lock-down situations. (There is a “Key Notes” header in this section, where you can find key points that you should incorporate in your presentation and discussion. During this discussion, show them excerpts with debriefs on the following videos:
 - a) Fire in school: https://www.youtube.com/watch?v=aX1a_hfwhCo
 - b) Types of fire extinguishers: <https://www.youtube.com/watch?v=uASkD7Dalu8>
 - c) Terrorist attack: <https://www.youtube.com/watch?v=-yeOL9Vr5a0>
- 2 Lockdown drill: Have one of the teachers act as the acting teacher from the group, while the rest of students/teachers in the group act as students in the classroom. Announce “Lockdown” over the speaker in the hall to alert the participants there is an intruder in the building. During the lock-down:
 - a) Everyone is to stay where they are
 - b) The teacher quickly glances outside the room to direct any students or staff members out in the hall into your room
 - c) Lock the door
 - d) Lower and close the blinds/curtains
 - e) Place the students against the wall so the intruder cannot see them looking in the door
 - f) Turn out lights and computer monitors

- g) Keep students quiet
- h) Debrief should include what to do in case of a bomb threat, such as following the lockdown procedure but informing the local law enforcement authorities. Also tell the participants which other situations might require a lockdown procedure, such as localised flooding, fumes from an unknown source, hazardous chemical leak inside the building, an out of control student who is a threat to the safety of others. The evacuation strategy should be the same as for earthquakes/fires etc.

3

Fire Drill (simulation through smoke in the room, fire alarm going off):
Show the participants this image on the screen:



- a. Divide the participants in 6 groups, each group representing one image above.
- b. Have each group come up with a plan for how they will respond in case of a fire in school building. The plan should be in steps, and must be jotted down on a chart paper. For example, Group A will be responsible for listing down alarm operation procedure, while Group B's chart paper will include steps of how different teams will be activated, such as the fire brigade, evacuation team, search and rescue team, first-aid team, site safety team and transport management team.
- c. Have each group instruct the rest of the participants on the steps involved in evacuation during a fire. Once an understanding is developed, dedicate 15 minutes in organising a fire and evacuation drill where the participants perform their relevant duties (Group B will need dedicated personnel to act out as teams such as the fire brigade, first-aid team etc. For this purpose, one person from each of the 6 groups will join them).

d. Some additional steps involved during a fire that the participants should be wary of include:

- Advise the fire department.
- Fight the fire with available equipment
- Drop the fire extinguisher if you are using it and leave if the fire does not immediately die down.
- Seek the nearest exit not blocked by fire.
- Feel the door, cracks, and doorknob with the back of your hand before opening the door if you are escaping through a closed door. The back of your hand is more sensitive to heat.
- Close windows and doors as you escape from the fire scene to delay the spread of the fire.
- Use your second way out if you see smoke or fire in your first escape route. The less time you are exposed to poisonous gases or flames, the safer you will be.
- Get out as safely and quickly as you can and stay away from toxic smoke and gases. Drop, crawl and go when fire breaks out.
- Crawl low under the smoke to your exit if you must exit through smoke. Crawling with your head at a level of one to two feet above the ground will temporarily provide the best air.
- Once you are outside, go to your safe meeting place and send one person to call the Fire Department, if not already alerted.
- Once you are out, stay out.
- Do not panic.
- Do not run.
- Do not use the elevators.
- Do not jump out from an upper floor.
- Conduct inventory of school personnel and students.
- Seek medical assistance for the injured.
- Do not return inside the school once outside.

4

After the mock drill, debrief the participants on what went wrong during the drill, what steps were missing and how they should be countered.

5

Chemical Spill/Leak (simulation through gas/chemical odour release):

- a. Vacate the room.
- b. Avoid throwing water or touching the chemicals with bare hands.
- c. Inform proper authorities.

- d. Cover nose with wet cloth then transferring casualty to a safer place, for inhalation of a gaseous chemical.
- e. For ingested chemical induce vomiting and give milk or starch.
- f. Ensure adequate air circulation around the victim.
- g. Treat all threats received as real and report immediately to authorities.
- h. Remain calm and courteous

6

Bomb Threat:

- a. Try to obtain as much information as possible such as: the identity of the caller; the characteristics of the caller;
- b. Ask the exact location of the bomb;
- c. Apply delaying tactics; and
- d. Report all details to a responsible person immediately.
- e. Follow the lock-down procedure (covered in the first activity)

7

Shooting/Intruder/Kidnapping (simulation: shooting sound, gun etc.)

- a. Follow the lock-down procedure (covered in the first activity)
- b. Inform the family of the victim
- c. Report to proper authorities the incident and other information.
- d. Listen to the advice of the Police and other authorities when reporting stories regarding kidnapping.

Materials Needed



Flip Chart



Markers



Sticky Notes



Caps for each participant, to distinguish different groups (6 colours)



Alarm Bell



Clip boards and papers for head count/roll call



Artificial smoke generator



Fire simulator



Signage for
a) evacuation location
b) "All Clear" and
c) Safe Exits



Fire alarm



Harmless chemical to release odour



Dummy gun

Trainer Notes

- School buildings, equipment and systems must be regularly inspected for fire safety.
- Fire safety equipment, such as fire extinguishers, buckets with sand and water, should be available in all schools.
- Fire exits are obligatory in all school building plans.
- Students, teachers and school management should be made aware of what should be done in case of fire through training and capacity building in fire safety and preventive measures.
- Fire drills must be conducted regularly in schools while compliance with the fire safety SOP must be regularly monitored by school management and fire services.
- Access right up to the school must be available for the fire brigade for fire fighting during an emergency.

- Fire prevention and fire safety measures require regular maintenance and testing.
- Access routes and facilities for fire fighting should be known and clearly marked.
- Safe evacuation routes in case of fire should be planned and clearly marked and signposted
- Active fire safety measures to control and suppress fire must be in place.
- Passive fire safety measures to prevent the spread of fire and the collapse of the building must be in place
- Train aides, buddies, volunteers and evacuation assistants to practice basic Sign Language for emergency words/instructions such as ‘important’, ‘emergency’, ‘keep calm’, ‘fire’, ‘fire exit’, ‘escape route’.
- Ensure that emergency response procedures for disabled students address each type of hazard.
- Identify a pre-evacuation site that is accessible to disabled students;
- Plan a primary and secondary evacuation route for disabled students from each location;
- Arrange sufficient and appropriate transportation ahead of time to accommodate all disabled students;
- Develop a schedule of daily activities and classes identifying where special needs students are to be located each period in the school day;
- Consider classroom locations and the accessibility for disabled students of nearby exits;
- Conduct a test of the family notification system to assure that contact information is up-to-date to help decrease the anxiety of parents of disabled students during a disaster;
- Involve all disabled students in emergency drills and evacuations to ensure that what is planned for them works;
- Make sure you communicate these messages to the Trainers who will be training teachers on organising fire and evacuation drills:

a. Safety Considerations

Each student should be briefed that the first responsibility is for his/her own personal safety before playing their designated role during fire and other emergencies. Everyone should learn their response plan and also should have basic knowledge and skill to help someone who needs help.

b. Emotional Considerations

Regular interactions with students can create confidence in students, helping them to avoid panicking situations during an emergency. During an incident, it is obvious that the parents and well-wishers would take their own time to get to the spot and amidst the situation it is required that all members wait patiently for a response. Advise the students to discuss on the best method in keeping themselves busy and not to worry much in such cases.

c. Fire and Evacuation Drill Procedures

All the members should be informed about the drill in advance in order to avoid chaos and panic situations. It is always better to inform the local fire services and other emergency service departments to monitor the drills.

a. Alarm Phase

The Fire Alarm Team will give the loud warning signals through ringing bells/alarms/sirens (use the regularly practiced warning tune alarm, different from the normal school bell) and alert the whole school.

b. Immediate Response by School Staffs/Teachers and Students

If anyone is caught in fire immediately STOP, DROP & ROLL. The members of designated team need to be activated in order to take up their designated post/positions to accomplish their tasks effectively. These members should act in accordance to their roles.

c. Response Phase by Designated Teams

The designated Evacuation Team evacuates the whole school building through pre-determined safe exit routes in to the designated assembly point. The Fire Fighting Team will take position and douse off the fire (created scenario) with fire fighting equipment. The Search and Rescue Team will thoroughly check the whole building one on one basis and rescue and carry the injured (if any role play) to the designated First-Aid Post. The First-Aid Team will provide the basic First-Aid and will further refer the injured to the nearest medical centre. The Transport Management Team will ensure that the referral victim is carried to the already identified medical centre. The Site Safety Team will cordon off the whole building area restricting traffic flow inside the school premises and ensures the safety of the gathering.

d. Head Count Phase

Designated team members will ensure head count that all the staffs/teachers and students have reached the assembling point. If anyone is found missing, the matter is reported to the designated Search & Rescue Team and team carries out further search and rescue activities.

e. Evaluation Phase

Debriefing session is a must after every drill to evaluate the entire drill procedures and also to incorporate necessary improvements into the fire safety plan. Identify and note all the strengths and weaknesses, problems aroused and all other related issues so that it may be rectified in future drills. Actions should be initiated to overcome the identified problems and must be constructively incorporated into the Plan for future reference and implementation. During the evaluation session, the next date for fire drill must be decided for better co-ordination and preparation.

- For man-made disasters, more often than not, the best strategy is a lock down. For Evacuation instructions, also refer to the guidelines from Day 1.
- Some procedures to be followed before and after a man-made disaster are provided in the list below. These should be explained to the participants performing the mock drills:

» Fire Safety**(What to do before):**

- Develop a School Preparedness Plan.
- Develop building evacuation plans for each building.
- Post evacuation plans in strategic locations.
- Install fire extinguishers and alarms.
- Educate by means of demonstration to teachers and students on the proper use of fire extinguishers.
- Maintain proper signage for fire exits.
- Clear and free fire exits from obstruction.
- Insure the building.
- Check regularly on the security guards and watchmen.
- Make sure that the public address systems are loud, clear and functional.
- Assist the professional firemen in their Fire Prevention and Suppression Drill Program (Fire Brigade members).
- Conduct regular inspections and safety checks on electrical outlets.
- Assign personnel who will regularly check possible areas where fire may start such as stock room, laboratories, kitchens.
- Maintain a fire safety plan and an education program to preserve the school to protect the students from fire.
- Consider escape ladders for multi-storey school buildings.

Rehabilitation Phase (What to do after):

- Coordinate with the Bureau of Fire Protection and municipal or city engineering office for building assessment.
- Conduct inventory of school personnel and students, equipment, fixtures and facilities.
- Report damage/s to proper authorities.
- Give first aid when needed and seek medical assistance for the seriously injured.
- Stay out of fire-damaged buildings until local fire authorities say it is safe to re-enter.

How to use a Fire Extinguisher?

- Remember word “P A S S”
- Pull the Pin
- (This will allow to discharge the extinguisher)
- Aim the Nozzle at Fire
- (Hit the fuel and not the flames)
- Squeeze the Lever/handle
- (This depresses a button that releases the pressurized extinguishing agent in the extinguisher)
- Sweep from side to side until the fire is completely out
- Stand at least 5-8 feet back from the fire.
- Discharge the entire contents of the extinguisher.



In Case of Fire:

- Raise Fire Alarm or Shout fire, fire, fire
- Telephone Fire Service on 16
- Use appropriate fire extinguisher, if it is safe to do so
- Immediately exit the house/building, using the stairs & closing the doors – DO NOT USE ELEVATORS
- Shut off utility valves – learn how to shutoff gas & electricity



If Trapped In A Room:

- If you do not have a usable exit; close as many doors as possible between you and the fire to slow down its spread.
- Seal all doors and vents with duct tape or towels to prevent smoke from entering the room.
- Open a window at the top and bottom so fresh air can enter. Be ready to close the window immediately if it draws smoke into the room.



- Be prepared to signal to someone outside for help.
- If Forced to advance through Flames
- Hold your breath as much as possible.
- Breathe shallowly through nose, and use a filter such as a shirt or towel.
- Cover your head and hair.
- Keep your head down and your eyes closed as much as possible.
- Drop to hands and knees and crawl towards the safe exit.
- Move quickly.

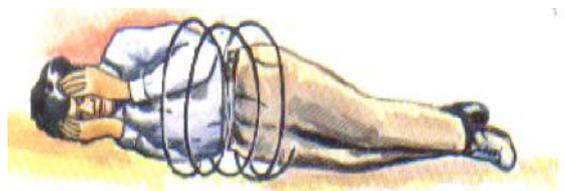
Rescue – Fire:

- If your clothing catches fire or if you are helping someone whose clothing is on fire, remember these three important words:



Stop, Drop and Roll:

- STOP! Do not run. Running will fan the flames and cause them to burn faster and hotter.
- DROP! Cover your face with your hands, then drop to the ground and keep your head out of the fire. This protects your respiratory system, face, and eyes.
- ROLL! Grab anything available, such as a blanket, coat, or rug, to smother flames and keep rolling in it. If nothing is available, keep rolling on a surface such as dirt, grass, vegetation, etc.



When responding to a Fire Incident!

- Use the following guidelines when approaching and suppressing a fire:
- Do not attempt to suppress a fire that is clearly too large for the equipment at hand. Save the equipment for where it will be effective.
- Use safety equipment (helmet, goggles, dust mask, all-leather work gloves, and heavy shoes).
- Work in a buddy system.
- Have a backup team when possible.
- Always have two ways to exit the fire area.



Approach smoke-filled areas correctly:

- Feel closed doors with the back of the hand, working from the bottom of the door up. If the door is hot, DANGER!- There is fire behind it! DO NOT OPEN THE DOOR or you will risk the door hitting you, being vacuumed into the room, the fire flashing out at you, or creating an explosion.
- Confine the fire by keeping doors closed.
- Stay low to the ground.
- Always know a second escape route.
- Use natural ventilation techniques [when there is no risk of a fire flare-up] to clear smoke: Open windows if possible, and create a cross-ventilation by channeling natural wind flow.
- Maintain a safe distance, remembering the effective extinguisher range.
- Move around the perimeter of the fire to maximize coverage of the extinguisher agent.
- Prevent rekindling of the fire:
- Locate hidden burning material.
- Extinguish and safely remove it
- Remove heat by cooling.

Fire Risk Control:

- Always store wood for woodstoves and fireplaces away from your home.
- Store all flammable liquids such as gasoline outside the home.
- Prepare a floor plan of your home showing at least two ways out of each room; primary and alternate escape routes.
- Most fires occur at night when people are sleeping. A smoke detector can alert you in time whenever there is a fire and save your life. Therefore, it is good to install smoke detectors on every level of your home and outside of sleeping areas.
- Store paints, thinners and other flammables in original containers, away from heat, sparks or flame.
- Check all electrical outlets and extension as well as appliance cords. Check for exposed wires, frayed or damaged cords, loose connections, and loose wall receptacles. If any damage is discovered, repair or replace the item.
- Never run electrical cords under a carpet or rug.
- Store matches and lighters out of the reach of small children.
- Extinguish all candles and gas heaters when leaving the room or going to sleep.
- Cooking is the leading cause of home fires; practice fire safety when cooking.
- Keep a Portable Fire Extinguisher in house, especially in kitchen.
- Designate a meeting place outside the home where family members can gather for head count.

» Chemical Spill/Leak:

(What to do before):

- Take proper precautions when handling chemicals.
- Educate students on proper handling of chemicals.
- Keep safe storage of chemicals
- Dispose of chemicals properly.
- Use gloves and mask when handling chemicals.
- Close drawers of storage cabinets when not in use.
- Maintain a stable environment in the institution.
- Improve laboratory safety.
- Provide fire and chemical extinguishers.

(What to do after):

- Call local counterpart for paramedic assistance.
- Bring the victim to the nearest hospital.

» Bomb Threats:

(What to do before):

- Encourage every school personnel and pupils/students to be constantly prepared against bomb threats and bombing incidents.
- Provide security for the protection of property, personnel, facilities, and materials against unauthorised entry.
- Set-up bomb threat command centres in areas where there is easy access to telephone or radio communication systems.
- Do not joke about bombs. It is now a crime to joke or cause false alarm about the existence of bombs.

(What to do after):

- Request proper authorities to search the buildings thoroughly.
- Implement security measures in the premises.
- Post incident stress debriefing, if needed.

» Intruder/Shooting/Kidnapping Threats:

(What to do before):

- Tighten security measures.
- Employ precautionary strategies such as password.
- Be vigilant about the safety of pupils/ students.
- Advise pupils/students not to talk to and go with strangers.

(What to do after):

- Bring the victim to the hospital for medical check-up / psycho-social counselling.
- Support the family in seeking justice for the victim.

- ◇ Mock drills are an effective means of preparing people as well as of refining SOPs/contingency plans. Awareness is also created through practical demonstration during the drills. The details in the school disaster management plan should be improved during an emergency otherwise it loses its value. Hence mock drills must be carried out to practice early warning, evacuation, search and rescue operations, first aid and site security.
- ◇ Mock drills must be carried out at least once every three months, especially before the start of monsoons/ winter (rain and snow). Their frequency can be increased to once a month. Mock exercises introduce a culture of awareness in the school community where they are conducted.
- ◇ There should be announced and unannounced mock drills and evacuations both.
- ◇ The local community and relevant government department should also be involved in the mock exercises for purposes of realism and validity. The involvement of the fire brigade/rescue 1122 and the paramedics may also be arranged. This carries additional educational/informational value besides increasing the confidence level of the school community
- ◇ The mock drills must preferably be specific to the hazards faced by a school.
- ◇ **The following are the essential steps that should be practiced during mock drills and evacuations:**
 - a. As soon as the 'emergency' occurs the students and the staff should be informed by the early warning team using the early warning system.
 - b. Initial steps that have been determined to control an emergency should be taken, e.g. fire extinguishing using available resources.
 - c. At the same time the warning should be immediately followed by an evacuation led by the evacuation team (following the well-signed routes).
 - d. Students should gather at pre-designated gathering points.
 - e. The search & rescue team should start counting every person and search for missing persons.
 - f. The first aid team will practice treating the wounded on the spot, at the pre-designated first aid post.
 - g. Victims (wounded) should be taken to the nearest hospital as early as possible after first aid operations.
 - h. Fire brigade and police should be informed immediately.
 - i. The situation should be handled peacefully by all the teams. Students should be kept calm and controlled by their teachers.
 - j. The site security team should stop any person running into the disaster site.
 - k. The process should be evaluated and future measures should be discussed with the participation of the school community in a questioning session.
- ◇ The reason for Evacuation is to learn proactive reaction to any crisis and make mindfulness viewing risks inside the school and additionally environment.
- ◇ An evacuation plan consists of detailed map of school with different exits, stairs, doors and windows clearly marked information on number of students, employees and classes.
- ◇ Mock Drills will be conducted with the aim to;
- ◇ Train students and teachers and to test the various elements of your response plan in order to evaluate and revise it
- ◇ Everyone must already know how to react correctly during a disaster,

- ◇ Mock drills are an extremely important part of preparedness plan because as they teach students, staff and parents how to respond to the complications of an actual disaster
- ◇ Regular drills make aware of emergency exits and response efficiently in emergencies.

ACTIVITY 6: SCHOOL PLAN (TE)



Methods

- 1 Overview of exercise (10 minutes)
- 2 Tutorial Exercise (100 minutes)
- 3 Presentations (40 minutes)
- 4 Discussion (70 minutes)

Process

- 1 Divide the group of teachers/principals into syndicate groups of 5, and select a group leader from each team.
- 2 Give each group the tutorial exercise workbook containing the template for School Safety Plan (Annex 1). Explain to the groups how they have to fill out the template, based on their actual school they teach at. They might require additional time to gather all the information required in the template.
- 3 Ask two syndicate groups to volunteer and present their School Safety Plans (15 minutes) each. Group leaders should not be the only ones presenting, rather other group leaders should get a chance to present as well, for example, each group member who was responsible for chalking out a section of the plan should present that section as well.
- 4 Following two presentations, do a Q&A session and discussion on the plans, building it up to connect with the content on evaluation of Chapter IV.

Materials Needed



Markers



Multimedia project with screen



Sheets of Paper



Pens



Workbooks containing templates of School Safety Plan

4



CHAPTER 4 EVALUATION OF SCHOOL SAFETY STANDARDS

Activity 1: Overview of monitoring & evaluation

Activity 2: Evaluation checklist (TE)

Activity 3: Recap & homework

Objective

The purpose of activities for going through this chapter is to get the participants to understand:

1. What mechanism is to be employed to evaluate a School Safety Plan and what methodology is to be used

ACTIVITY 1: OVERVIEW OF MONITORING & EVALUATION



Methods

- 1 Interactive discussion

Process

- 1 Have an interactive discussion with the group on objectives, methodology and various tiers for the conduct of evaluation. When conversing with teachers and principals, take them through the scoring system and evaluation checklist since it will aid them in understanding what factors the School
- 2 Safety Plan will be evaluated on by the concerned authority. When discussing this chapter with students, keep it light and brief and provide just enough information for them to know how the school safety standards are evaluated.

Materials Needed



Flip Chart



Markers



Evaluation checklist

ACTIVITY 2: EVALUATION CHECKLIST

(NOT TO BE SHARED WITH STUDENTS)



Methods

- 1 Overview of exercise (10 minutes)
- 2 Tutorial Exercise (100 minutes)
- 3 Presentations (40 minutes)
- 4 Discussion (70 minutes)

Process

- 1 Divide the group of teachers/principals into syndicate groups of 5, and select a group leader from each team. (Preferably the same groups as formulated for TE on School Safety Plan)
- 2 Give each group the tutorial exercise workbook containing the template for Evaluation Checklist (Annex 1). Explain to the groups how they have to fill out the template, based on their actual school they teach at. They might require additional time to gather all the information required in the template.
- 2 Ask two syndicate groups to volunteer and present their Evaluation Checklists (15 minutes) each. Group leaders should not be the only ones presenting, rather other group members should get a chance to present as well, for example, each group member who was responsible for chalking out a section of the checklist should present that section as well.
- 2 Following two presentations, do a Q&A session and discussion on the checklists, building it up to connect with the content on evaluation of Chapter IV.

Materials Needed



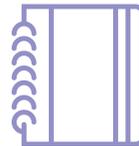
Multimedia project with screen



Sheets of Paper



Pens



Workbooks containing templates of School Safety Plan

ACTIVITY 3: RECAP & HOMEWORK



Methods

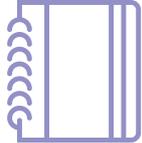
- 1 Feedback and reflections from participants on day's learning
- 2 Homework

Process



Have a light conversation with the students and teachers on what all they learned, referring back to their learning journey and how far they have come, what challenges they are facing along the way and how they can tackle them.

Materials Needed



PSSF Chapter 5 & 6

5



CHAPTER 5 IMPLEMENTATION REGIME FOR THE PSSF

Activity 1: Implimentation regime for PSSF
Reflection & homework

Objective

The purpose of activities for this chapter is to get the participants to understand:

1. How PSSF is to be implemented

ACTIVITY 1: IMPLEMENTATION REGIME FOR PSSF (NOT TO BE SHARED WITH STUDENTS)



Methods

- 1 Overview & tutorial questions (15 minutes)
- 2 Brainstorming (60 minutes)
- 3 Presentations (20 minutes)
- 4 Debrief (10 minutes)

Process

- 1 Provide a brief overview of Chapter 5 of PSSF to the teachers.
- 2 **Divide the teachers into 5 groups, and give each group the following set of questions:**
 - a. Group A: What possible challenges could there be in implementation of the PSSF? (at least 5 challenges)
 - b. Group B: Who can take ownership of awareness raising and advocacy for PSSF, and what actions can these stakeholder(s) take? (at least 3 responses)
 - c. Group C: How can PSSF be mainstreamed? (at least four different channels should be mentioned)
 - d. Group D: Which domains would training be imparted in, to ensure proper implementation of PSSF? (at least four)
 - e. Group E: What is NDMA's role in monitoring of implementation of PSSF?
- 3 Ask the groups to brainstorm and come up with the correct answers.
- 4 Have each group present their answers, followed by Q&A and debrief. Make sure you cover all the points they may have missed in their brainstorming activity.

Materials Needed



Flip Chart



Markers

REFLECTION & HOMEWORK

Homework should include hand-outs and following questions to prepare for:

- a. What is the role of Federal Ministry of Federal Education & Professional Training in development of school safety and DRM plans?
- b. What is NDMA doing in this process?
- c. Do the provincial education departments and federal government education directorate have any responsibility in this matter? If so, what?
- d. How are the police departments involved?
- e. What do the schools themselves, teachers and parents do to ensure school safety?
- f. Should students themselves be involved in implementing PSSF at individual school level?

6



CHAPTER 6 ROLES & RESPONSIBILITIES OF STAKEHOLDERS

Objectives

Activity 1: Stakeholder for school safety

Objective

After this chapter, the participants will have developed an understanding of:

1. The roles various stakeholders play in implementing PSSF

ACTIVITY 1: STAKEHOLDERS FOR SCHOOL SAFETY



Methods

- 1 Lecture (20 minutes)
- 2 Stakeholders cards activity (100 minutes)

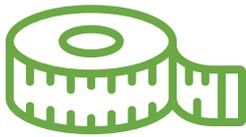
Process

- 1 Briefly explain which stakeholders are involved in implementing PSSF and to what level.
- 2 **Stakeholders card activity:**
 - a) Group the participants into 8 teams, and assign one set of cards to each group (cards details provided below).
 - b) Paste the 8 charts on the wall in the training room. Each chart will contain list of respective stakeholders' responsibilities on it.
- 3 Ask each group to match their cards with the relevant responsibilities chart, and discuss the responsibilities of each stakeholder.

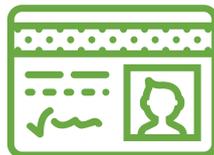
Materials Needed



Chart papers with pre-added lists of stakeholders' responsibilities



Glue/Tape



Stakeholders cards

The cards, provided to you separately for this activity, look like this:



The charts that you will paste on the wall for the activity will contain stakeholders' responsibilities listed, in the following manner:

» **Ministry of Federal Education & Professional Training:**

- Extend technical support at all levels in the development of school safety and disaster risk management plans.
- Ensure well-co-ordinated recovery through a coherent vision, clear recovery plan and strong institutional arrangements.
- Lead the development of recovery plans and ensure that they are publicly supported and disseminated, actionable and feasible based on available funding and capacity.
- Collaborate with all stakeholders and supporters to raise financial support.
- Formulate, in consultation with NDMA, a national monitoring framework on school safety and disaster

management (NMFSSDM) powered by a state of the art information management system to ensure a cost-effective approach to monitoring, automatic data consolidation, automatic data archiving and easy integration within education management information systems (EMIS) of all provinces

- f. Create consensus on the national monitoring framework among all federating units. Develop joint curriculum, starting in Social Studies and Geography but extending to other subject areas, for all provinces to integrate school safety and DRR aspects into students formal learning experience. Include approaches to child-centred disaster risk reduction (CCDRR) as well as information on different hazards facing the community, school and district, and possible preparedness actions. Work with provinces to amend policies concerning safe site selection of schools for new construction, relocation and alternative learning sites. Create consensus among provinces on adoption and implementation of PSSF. Establish a national multi-stakeholder platform for disaster risk reduction in the education sector. Launch a countrywide campaign on school safety and disaster management to sensitize stakeholders on different aspects of school safety and disaster risk reduction.

» **National Disaster Management Authority (NDMA):**

- a. Make available generic Standard Operating Procedures (SOPs) for educational institutions to follow in pre- and post- emergency situations.
- b. Develop generic Disaster Management Plans that include education delivery mechanisms during rehabilitation. Facilitate knowledge and information sharing on school safety and disaster management at the national level. Develop training materials on school safety and disaster management and plan for nationwide and provincial capacity building in collaboration with PDMA
- c. Assume a coordination role between the provinces, law enforcement agencies and emergency services required to ensure school safety and disaster response
- d. Coordinate with the PDMA in disaster-affected provinces to execute pre-defined education sector emergency response mechanisms. Develop, implement and refine recovery progress measures and communicate adjustments and improvements to all stakeholders and relevant authorities.

» **Provincial/District Disaster Management Authority (PDMA/DDMA):**

- a. Facilitate knowledge and information sharing on school safety and disaster risk management at the provincial/district level.
- b. Carry out awareness activities/campaigns with regards to school safety and disaster risk reduction.
- c. Provide support to education departments during emergencies to ensure minimum disruptions in the regular conduct of schools.
- d. Provide support in ensuring educational continuity in schools in the aftermath of a disaster.
- e. Support the education department in the preparation of training manuals for different components of school safety and disaster risk management, i.e. risk assessment, mock drills, training of teachers and community members on school preparedness and response.
- f. Develop CCDRR-sensitive guidelines for all institutions and departments taking part in the recovery process.

» **Provincial Education Department/Federal Government Educational Institutions Directorate/ Wafaq ul Madaris:**

- a. Lead the implementation of the school safety framework and plans providing technical support.
- b. Develop teacher education and training curricula to enable teachers to address school safety education and education in emergencies in the curriculum.
- c. Maintain a repository of all emergency-related materials, manuals, guidelines, minimum standards and research pertaining to education that is to be maintained at teacher training institutions and schools.

- d. Ensure that school curricula is holistically-infused to include disaster risk reduction, resilience and recovery concepts and practices
 - e. Oversee the implementation of school safety and emergency management policies to reduce the vulnerability of children.
 - f. Ensure funds for school safety management activities for schools.
 - g. Develop a capacity building programme on Comprehensive School Safety, which covers school management, teachers, students, parent-teacher councils and community members.
 - h. Develop and implement an operational plan for provincial and district segments of NMFSSDM
 - i. Incorporate indicators of NMFSSDM into the existing monitoring framework of the education system
- » **District Education Department:**
- a. Take responsibility for implementation of school safety plans at school level
 - b. Allocate resources for school safety
 - c. Organize and conduct regular monitoring and evaluation sessions with schools in its purview
- » **Media:**
- a. Play a leadership role in changing the mind-set of society for making it more proactive rather than reactive towards school safety.
 - b. Use various advanced communication means to give early warnings, evacuation plans and help post-disaster activities.
 - c. Provide awareness about school safety; allocate air time (if not weekly at least monthly) to topics around school safety specifically and disaster management in general.
 - d. Allocate air-time during non-emergency times with more focus/topics on creating awareness and preparedness around school safety, as well as during emergency time. During emergency in addition to reporting on the situation, show videos on hygiene related information (with special focus on hygiene measures at schools), how to prevent epidemics, guidance videos for Education in Emergencies etc.
- » **PEMRA:**
- a. Ensure strict compliance of Disaster reporting codes developed by NDMA. This guidebook is available at the following link;
 - b. [http://www.ndma.gov.pk/site/publications/Disaster%20Reporting%20-%20Guidebook%20\(Urdu\).pdf](http://www.ndma.gov.pk/site/publications/Disaster%20Reporting%20-%20Guidebook%20(Urdu).pdf)
 - c. Monitor that there is no sensation or hyped news in a media about emergency.
 - d. Encourage and advocate to media houses to allocate air time under CSR on school safety and disaster management.
- » **DHQ Hospital:**
- a. Provide psycho-social support to disaster affected students and staff.
 - b. Provide first aid training to the relevant focal persons in the district schools.
 - c. Appoint a public information spokesperson, in case of an emergency, to coordinate hospital communication with the public
 - d. Periodically share updated contact list with all schools in the district
- » **Provincial Building Department/Public Works Department/Building Authority:**
- a. Examine whether the guidelines & building codes for construction of school infrastructure have been

followed while recommending education projects for approval.

- b. Enforce stringently the building codes for school buildings
 - c. Conduct provincial inspection of school buildings to ascertain structural safety and safety of site against any hazard
 - d. Assist the school and district/provincial evaluation team in conducting a school safety evaluation with respect to infrastructure as and when required.
 - e. Assist in training the SSC and in developing awareness amongst the school community
 - f. Assist in carrying out evaluation of schools by school authorities and district provincial education departments.
 - g. Carry out routine security audits of schools in threatened areas and regions.
- » **Provincial/District Police Department:**
- a. Make available and update information on threats faced by individual schools and their disaster response capacity
 - b. Provide security to schools in affected areas of the province
 - c. Lead the response in the event of a security threat
 - d. Take part in the recovery process if necessary and/or if required by civil departments.
- » **School Administration :**
- a. Ensure that the school meets the minimum standards of school safety and disaster risk management
 - b. Organise, enlist the membership of, and chair the School Safety Committee (SSC)
 - c. Develop school safety and risk reduction plans and submit them to district education authorities
 - d. Develop risk-informed school improvement plans
 - e. Conduct mock drills and evacuation simulations in school with respect to identified safety and security risks and participate, lead and help evaluate them.
 - f. Train teachers on school safety and disaster risk reduction
 - g. Carry out periodic risk assessments in schools
 - h. Lead the process of training the school staff in school disaster preparedness and response measures, including the conduct of mock drills and evacuations
 - i. Raise awareness of the different SOPs as developed under school safety and disaster management plans
 - j. Identify support needs for rehabilitation and recovery related to educational continuity and provision of emergency facilities at schools
 - k. Build capacity of school management on NMFSSDM reporting
 - l. Conduct self-evaluations
 - m. Enforce security checks and security audits
 - n. Lead the school community in developing the school as a Disaster Management Learning Organisation (DMLO) and in making the school a hub of community disaster preparedness and good disaster management
- » **Teachers:**
- a. Help by staying updated about hazards and disaster risks and implementation of DRM/DRR.
 - b. Conduct learning sessions on DRM/DRR on a regular basis in different subjects, covering specific themes

and topics during each session and building in curriculum progression through the grade levels. The sessions should involve asking children to identify probable hazard prone areas within the school.

- c. Ensure a child-centred approach to disaster risk reduction education is implemented, i.e. one that gives voice to students and encourages participation in school and community disaster risk reduction efforts.

» **Parents:**

- a. Come forward with ideas and opinions concerning school safety and disaster risk reduction at school board meetings and parent teacher council (PTC) meetings.
- b. Lobby government officials concerning resources necessary for the school safety and disaster risk management.
- c. Join other members of the community in supporting their and other children in practicing and learning DRM/DRR in the school and locality and assist with school risk assessments and the dissemination of the result to the community through participatory forums.
- d. [For parents who have lost children during disasters at schools]: Join associations or non-government organization to prevent others from facing similar losses.
- e. Discuss DRM/DRR materials with teachers in order to make the schools safer and more disaster resilient.
- f. Ensure their children's knowledge about disaster and disaster risk reduction is up to date to the best of their knowledge.
- g. Coordinate and collaborate with the school for the designing/inclusion of DRM/DRR training sessions at school.
- h. Ensure that feedback they give regarding environmental safety and physical safety is given due consideration by the School Safety Committee.
- i. Ensure that any concerns they have regarding their children's emotional and psychological safety are relayed to the school and given due importance
- j. Ensure that their feedback and concerns on safety and disaster risk issues reaches the higher authorities of the school and insist on a response from those authorities.

» **Students:**

- a. Encourage them to participate actively in school safety initiatives and processes and to give voice to their ideas and opinions
- b. Participate actively in curricular and extra-curricular disaster risk reduction learning opportunities
- c. Be fully aware of the results and analysis of periodic school safety and disaster risk management evaluations, join in discussions on evaluation reports and new planning, and take an active role in putting those plans into effect
- d. Give feedback and air their disaster risk concerns to school management and evaluators
- e. Play a leading part in school and community awareness raising through age-appropriate involvement, e.g. by mounting exhibitions and displays, use of drama, social media, and engagement in school and community advocacy initiatives.

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ANNEXURE

ANNEX 1 - SCHOOL SAFETY PLAN TEMPLATE

ANNEX 2 - EVALUATION CHECKLIST

ANNEX 1 – SCHOOL SAFETY PLAN TEMPLATE

PURPOSE

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

CONTENTS

1. SCHOOL PROFILE
2. GEOGRAPHICAL SETTING OF THE SCHOOL
3. PURPOSES OF THE SCHOOL SAFETY PLAN
4. RISK ASSESSMENT
5. DISASTER MANAGEMENT CAPACITY INVENTORY
6. SCHOOL SAFETY COMMITTEE
7. EIGHT-STEP PLANNING AND IMPLEMENTATION SCHEDULE
8. SCHOOL MAP WITH EVACUATION ROUTES AND SAFE PLACES FOR ASSEMBLING
9. SCHOOL SAFETY PLAN DISSEMINATION
10. SIGNATURE AND ENDORSEMENTS

1. SCHOOL PROFILE

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

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

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

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

EMIS Code _____	Date of Profile Update _____
Name of School _____	
Name of Principal _____	Tel No. _____
Village/Town _____	Union Council _____
Tehsil _____	District _____
Province _____	
Village/Town population _____	Number of households _____
Land registered in the name of: <input type="checkbox"/> District Revenue & State; <input type="checkbox"/> Education ; <input type="checkbox"/> Others	
Name/contact numbers of nearest police station: _____ _____	
Location of/distance from nearest military check post: _____ _____	
Copy of registered documents available with: <input type="checkbox"/> District Revenue & State; <input type="checkbox"/> Education ; <input type="checkbox"/> Others	
School Building Constructed by _____ in year _____	
School Safety Retrofitting Undertaken by _____ in year _____	

Number of classrooms _____

Total number of staff _____ male _____ female _____

Total number of teaching staff _____ male _____ female _____

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

Total number of staff with special needs and disabilities _____ male _____ female _____

Total number of students enrolled _____ male _____ female _____

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

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

Physical incapacity/restricted mobility Yes (number: _____)

Blindness/visual incapacity Yes (number: _____)

Deafness/hearing incapacity Yes (number: _____)

Learning difficulties/mental retardation Yes (number: _____)

Fire extinguishers Yes (number: _____) Last inspection date _____; No

Wheelchair accessibility for students with mobility disabilities Yes; No

If yes, give details _____

Aids available to assist deaf and mute children Yes; No

If yes, give details _____

Science laboratories Yes (number: _____); No

Library Yes; No

Play ground Yes; No

Boundary wall Yes; No

Demarcated plot Yes; No

Functional Parent Teacher Council Yes; No

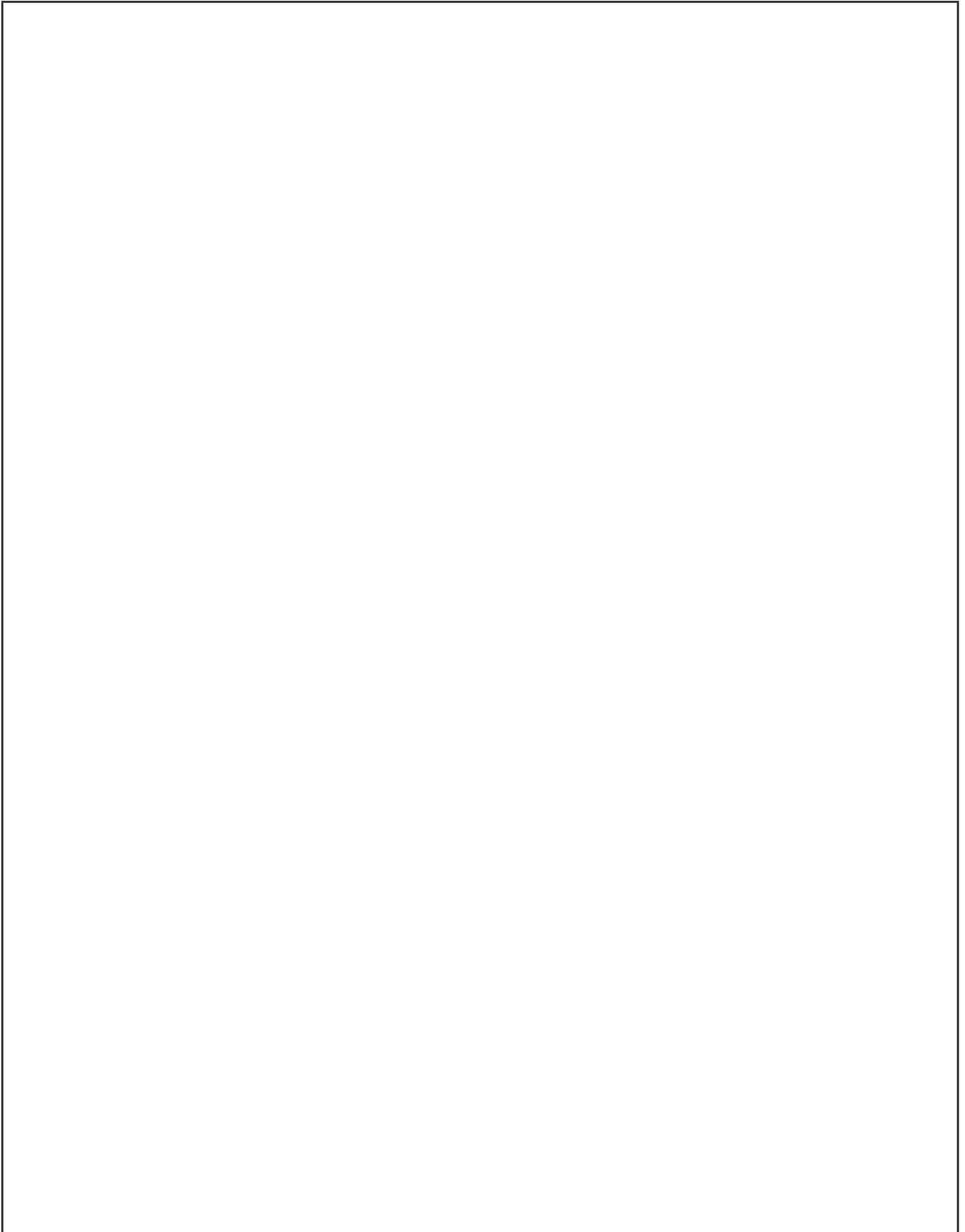
2. GEOGRAPHICAL SETTING OF THE SCHOOL

2.1. Surrounding Terrain

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

2.2. Map or Aerial Photo

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



3. PURPOSES OF THE SCHOOL SAFETY PLAN

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

- » To identify and manage disaster risk to which the school might be exposed
- » To develop awareness across the school community of disaster risk and disaster risk reduction
- » To develop preparedness, prevention, mitigation and response programs for all risks identified
- » To lay out how the school will set about implementing the eight-steps towards School Safety

Eight Steps Towards School Safety

Step 1: Orientation and Sensitization of the School Community

Step 2: Formation of the School Safety Committee

Step 3: Conducting a Risk Assessment of the School

Step 4: Developing the School Safety Plan

Step 5: Developing an Education Continuity Plan

Step 6: Conducting Drills and Evacuations

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

Step 8: Mobilizing the School as a DRR Community Hub

4. RISK ASSESSMENT

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

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

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

Room Name/number _____

Hazards putting the room at risk _____

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

4.2. Common Area Structural and Non-structural Risk Assessment

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

gradient.

1. Risks in the immediate vicinity of the school

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

3. General soil type and condition of the school grounds

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

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

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

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

4.3. Outside Hazards Potentially Affecting the School

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

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

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

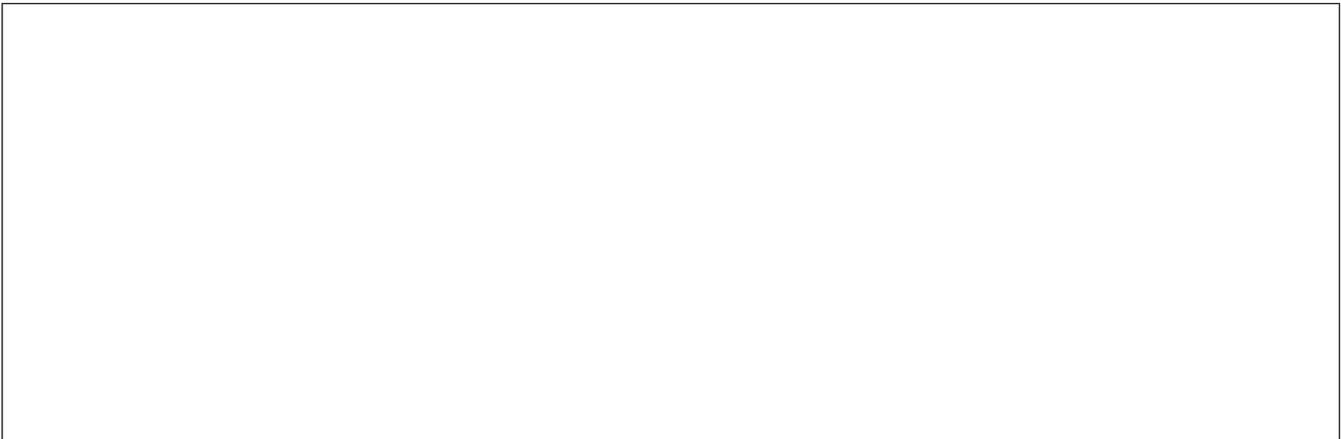
4.5. Especially Vulnerable Features of the School, its premises and surrounding land area

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

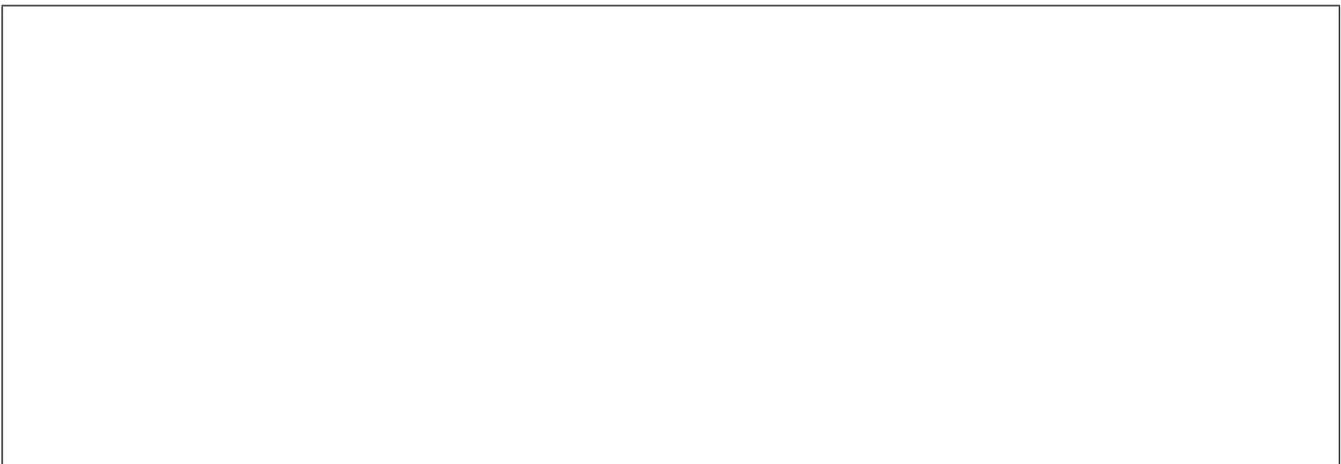
Inside the School Building



Inside the School Grounds



In the Land Adjacent to the School Premises



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

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

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

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

5. DISASTER MANAGEMENT CAPACITY INVENTORY

5.1. School Materials, Equipment and Facilities Capacity Inventory

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

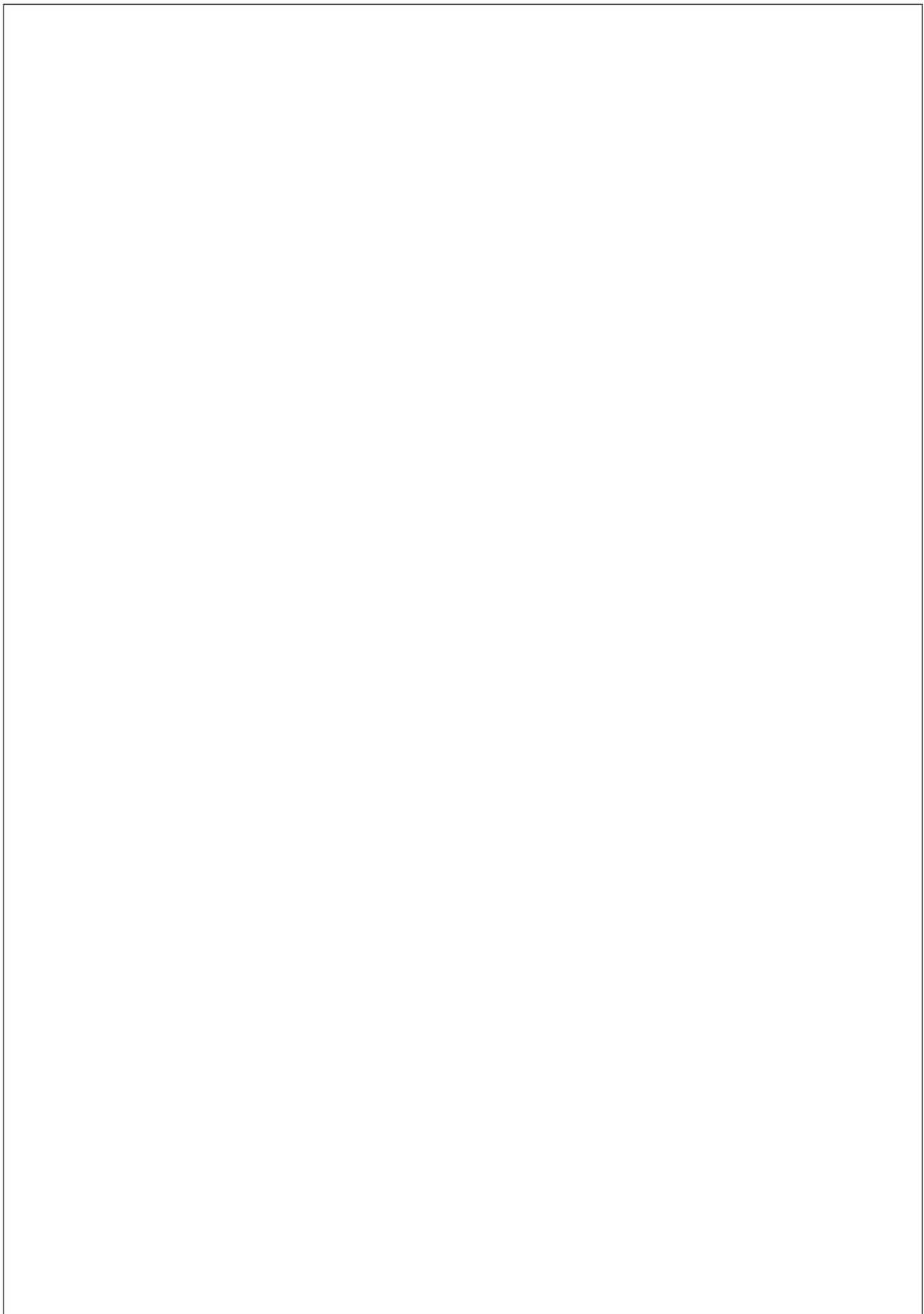
Item	Number (Indicate '0' for missing/required items)	Quality/Condition (1=poor quality; 2=reasonable quality; 3=good quality)	Location	Accessibility in Times of Urgency (1=poor accessibility; 2= reasonable accessibility; 3=good accessibility)
Fire extinguishers				
First aid boxes				
Stretcher				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

5.2. School Human Resource Disaster Risk Management Capacity Inventory

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

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

Details



5.3. Outside School Disaster Risk Management Support Facilities and Units

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

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

6. SCHOOL SAFETY COMMITTEE

6.1. Members

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

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

6.2. Disaster Management Roles and Responsibilities

- » To create a safe and secure learning environment for students
- » To prepare and monitor the implementation of the School Safety Plan (SSP)
- » To organize activities promoting in student awareness of safety and resilience in school and community
- » To support the development of a whole-school culture of safety and resilience
- » To encourage staff as they implement government-mandated safety and resilience- building topics in the curriculum
- » To provide funds for safety needs and requirements identified by students, parents and teachers
- » To monitor the performance of teachers with regard to classroom learning on safety and resilience
- » To institute special prizes for students showing leadership in safety and resilience building
- » To ensure safety and evacuation facilities are sensitive to the needs of special needs children
- » To prepare and implement the eight-step process to School Safety ensuring consultation at each step with community members, parents, students and community disaster management committee
- » To conduct or have conducted risk, hazard, vulnerability and capacity assessment of the school in consultation with community members, parents, students and village disaster management committee
- » To ensure involvement in risk assessment is experienced by every student as part of their learning
- » To organize, monitor and review the effectiveness of mock drills and evacuation simulations
- » To hold periodic but regular reviews and consultations to update the school safety plan
- » To ensure the timely and satisfactory completion of all activities related to school-based risk management falling under the eight-step plan
- » To ensure that evacuation route maps and emergency exit maps are prominently displayed in the school and that signing pointing the evacuation routes is prominently displayed along the routes leading away from the school
- » To ensure that, in an appropriate form, information in the School Safety Plan is loaded onto Education Management Information System (EMIS).

7. EIGHT-STEP PLANNING AND IMPLEMENTATION SCHEDULE

7.1. The Eight-step Plan: Implementation Details

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

Step 1: Awareness raising on DRM across the school community

Step 2: School Safety Committee events including PTC elections

Step 3: Conducting disaster risk assessments

Step 4: Revising the School Safety Plan

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

Step 6: Conducting drills and evacuation simulations

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

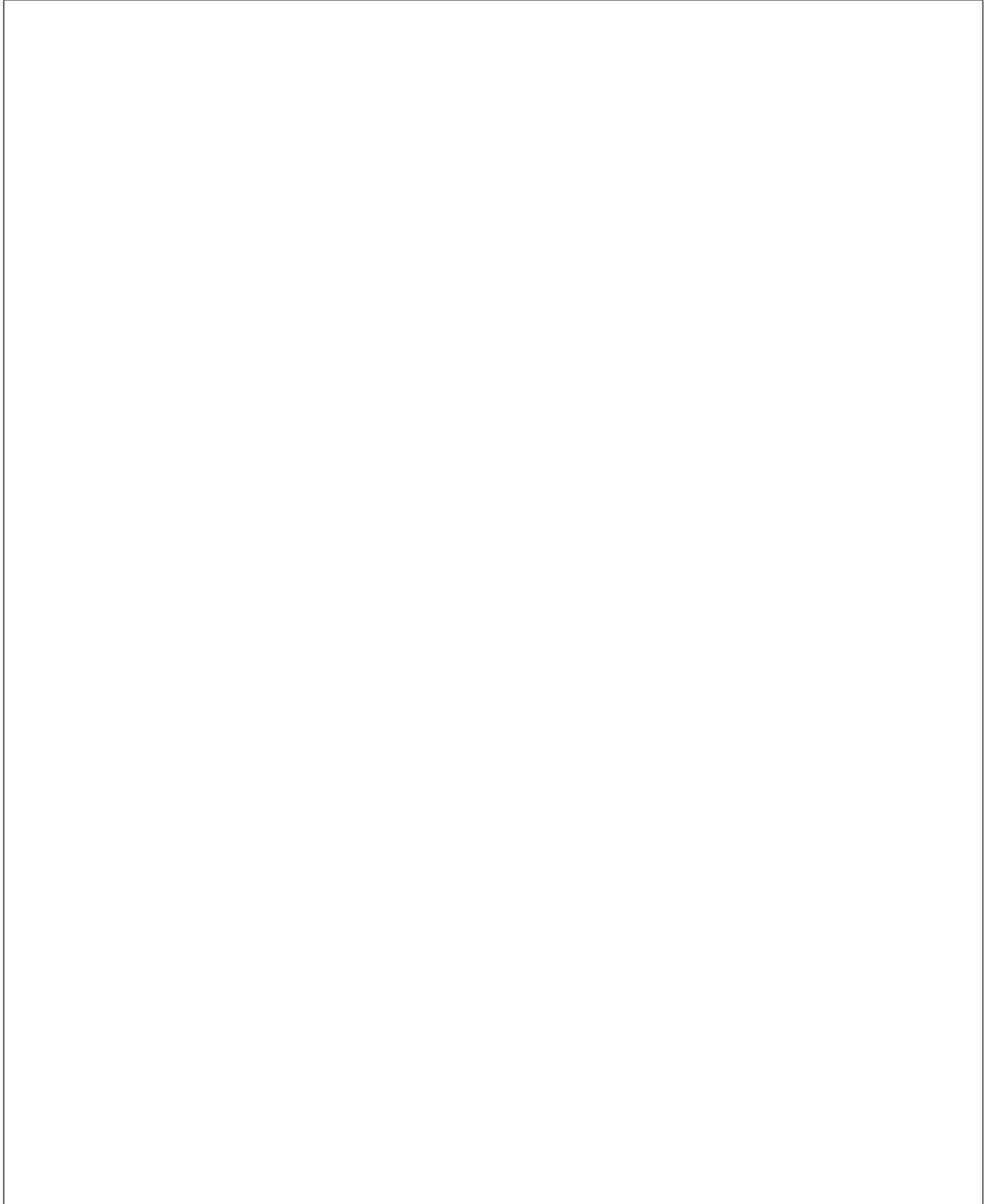
Step 8: Linking school disaster risk management to community disaster risk management

7.2. The Eight-step Plan: Implementation Details

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

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

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



9. SCHOOL SAFETY PLAN DISSEMINATION

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

9.1. Mandatory

1. Holding periodic but regular reviews and consultations to update the SSP involving teachers, parents, community members and students.
2. Ensuring that the latest SSP is available and made known to all members of the school community including students, for whom a simple and reader-friendly version should be displayed in commonly frequented areas of the school.
3. Organizing a schedule of events for the school community (teachers, parents, community members, students) to reinforce awareness of the SSP and its eight steps

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

10. SIGNATURE AND ENDORSEMENTS

The completed document should be signed by those indicated.

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

ANNEX 2: EVALUATION CHECKLIST

	0 Not Evident	1 Somewhat Evident	2 Evident	3 Strongly Evident	Not Applicable
Prevention and Mitigation					
<p>Safe Site Selection</p> <p>Site of the school clearly showing the surrounding area (photographs taken)</p>	<input type="checkbox"/> Before the implementation of school safety plan <input type="checkbox"/> After the implementation of school safety plan				
1. The school site has been identified and selected based on a child-inclusive natural hazard risk assessment					
2. The area is not prone to <ul style="list-style-type: none"> • Floods • Hurricanes • Thunderstorms and Lightning • Windstorms • Extreme Cold /Extreme Heat • Earthquakes • Landslides • Debris Flow • Tsunamis • Fires • Wildfires • Drought 					
3. The area is not in or near a flood plain.					
4. Flash floods may not occur without warning.					
5. It is safe to walk through flood water if you see the ground under it					
6. After flood waters recede from a roadway, the road is not dangerous.					
7. Warm humid conditions are not highly favourable for thunderstorm development.					

8. <i>There are no prolonged periods of excessive heat combined with excessive humidity.</i>					
9. <i>School buildings and facilities are not located on or below an active or potential slope movement zone. (Indicators for slope movements can be: inclined trees, previous landslides, irregular slope surface and wet and muddy soil).</i>					
10. <i>Facilities are located on a site, free from hazards, in areas protected from:</i> <ul style="list-style-type: none"> • <i>high air pollution</i> • <i>loud or constant noises</i> • <i>heavy traffic</i> • <i>unsafe buildings</i> • <i>deep excavations</i> • <i>radiation or radon hazards</i> • <i>pits</i> • <i>abandoned wells</i> • <i>other risks of entrapment</i> • <i>any other unsafe or harmful environmental elements.</i> 					
11. <i>The school surroundings are free of evidence of</i> <ul style="list-style-type: none"> • <i>Potentially toxic or odorous emissions, such as mould, affecting the indoor environment</i> • <i>Excessive Dust</i> • <i>Objectionable Odour</i> 					
12. <i>There are no leaking transformers immediately adjacent to the school.</i>					
13. <i>There are no industrial facilities adjacent or in close proximity to the school.</i>					
14. <i>There are no multi-story buildings adjacent to the school.</i>					

<p>15. The surrounding area is free from</p> <ul style="list-style-type: none"> • Abandoned vehicles • Sidewalk hazards (holes, cracking, etc.) • Trucks/bus idling • Rubbish • Pest infestation • Dead animals • Traffic/pedestrian hazards • Hazardous materials 					
<p>16. The surrounding area is free from</p> <ul style="list-style-type: none"> • Unsafe water • Insufficient water • Vector-borne diseases • Poisonous animals • Rodents and hazardous insects • Other animals (e.g. dogs) 					
<p>17. There is protection from physical threats like</p> <ul style="list-style-type: none"> • Traffic and transport • Violence and crime • Injuries • Extreme heat and cold • Radiation 					
<p>18. There is protection from</p> <ul style="list-style-type: none"> • Chemical threats • Air pollution • Water pollution • Pesticides • Hazardous waste and materials 					

<p>19. <i>The premises are</i></p> <ul style="list-style-type: none"> • <i>Not adjacent to a highway.</i> • <i>Not off a major (4-lane) road.</i> • <i>Not on a busy residential road (not divided by a median).</i> • <i>Not near an industrial area.</i> • <i>Not near a transportation hub</i> • <i>Not near railroad tracks (within 1000 yards)</i> • <i>Not near a gas pipeline.</i> • <i>Not near a park.</i> • <i>Not adjacent to a business area (e.g. grocery, convenience, fast food, etc.)</i> 					
<p>20. <i>The school site has been identified and selected based on a security risk assessment involving professional input</i></p>					
<p>21. <i>The following are observed:</i></p> <ul style="list-style-type: none"> • <i>No vandalism in neighbourhood</i> • <i>Low student mobility</i> • <i>No gang activity in neighbourhood</i> • <i>No crime in neighbourhood</i> • <i>No poverty in neighbourhood</i> • <i>No trespassing on school grounds</i> • <i>No parents withdrawal of students due to safety concerns</i> 					

<p>22. Selection of site for construction of a school building is based on:</p> <ul style="list-style-type: none"> • Soil testing and technical recommendations • Geological and hydrological surveys • Land depression and elevation assessment • Temperature, humidity, wind current and direction assessment • Hazard and vulnerability assessments • Accessibility to the site especially during emergencies • Availability of and accessibility to safe drinking water • Consideration of proximity to mountains/hills, river and river distributaries, delta and coast • Availability of and accessibility to basic civic facilities such as electricity, natural gas, basic medication 					
<p>23. The site selection takes in protection (safety and security) aspects especially for girl students and female teachers. The site should be such that the students and teachers feel safe inside the building and on the way to the school. The building location, meets the requirements of people with special needs</p>					
<p>24. The site selection has not caused harm for the adjacent communities (for example it is not constructed in the natural way of flood or rain water as the building will resist it that may cause flooding in the surrounding area).</p>					
<p>25. The site selection take in climate change aspects as due to the climate change the frequency, intensity and scale of weather-based disasters may fluctuate.</p>					
<p>Building Code Compliance</p> <p>Full view of the building from all sides (photographs taken)</p>	<p><input type="checkbox"/> Before the implementation of school safety plan</p> <p><input type="checkbox"/> After the implementation of school safety plan</p>				
<p>26. The school is built in compliance with the SBC-07 and building codes of the country as applicable to the specific region of the school</p>					

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

<p>37. The plan considers different construction technicalities (four construction approaches)</p> <ul style="list-style-type: none"> • flood-resistant, • raised floor/footing structure, • flood resilient and • combination of raised floor and flood resilient 					
<p>38. <i>The building design takes in protection (safety and security) aspects especially for girl students and female teachers. The design is such that the students and teachers feel safe inside the building. The building has a boundary wall strong enough to withhold the impact of identified potential hazards. The washrooms are constructed in such a way that the girls and female teachers feel no privacy issues</i></p>					
<p>39. <i>The building design and construction meets the requirements of people with special needs</i></p>					
<p>40. <i>The building design and construction process has not caused harm for the adjacent communities (for example it is not constructed in the natural way of flood or rain water as the building will resist it that may cause flooding in the surrounding area).</i></p>					
<p>41. <i>The building designing and construction take in climate change aspects as due to the climate change the frequency, intensity and scale of weather-based disasters may fluctuate.</i></p>					
<p>Builder Training</p> <p>42. <i>Builders, masons and other technical personnel engaged in school building construction were trained in implementing the building code and in using disaster resilient building techniques.</i></p>					
<p>43. <i>Builders, masons and other technical personnel engaged in school building retrofitting were trained in implementing the building code and in using disaster resilient building techniques.</i></p>					
<p>44. <i>For selection of contractors and awarding contracts of school buildings, the selection criteria was taken into consideration which includes technical expertise of the contractor and his skilled labour for construction of building as per the specific building code and design</i></p>					

45. <i>The masons and other technical personnel engaged for construction are extensively trained in the building code and building design</i>					
46. <i>The building code includes minimum quality indicators for site selection, designing, material and construction process, and drinking water sources and water quality</i>					
Retrofitting of Schools with unsafe infrastructure/ buildings					
47. <i>The school has been assessed by qualified professionals for multi-hazard safety against all types of natural calamities and security against man-made hazards with a view to undertake retrofitting and/or enhanced measures as needed in order to minimize potential harm to students and school staff.</i>					
48. <i>A systematic plan for continuing assessment of risks in the school building is in place</i>					
49. <i>Retrofitting standards specified in the building code have been followed.</i>					
Fire Safety					
<i>Fire fighting equipment (photographs taken)</i>	<input type="checkbox"/> Before the implementation of school safety plan <input type="checkbox"/> After the implementation of school safety plan				
<i>Storage areas for hazardous materials (photographs taken)</i>	<input type="checkbox"/> Before the implementation of school safety plan <input type="checkbox"/> After the implementation of school safety plan				
50. <i>The school is regularly assessed for fire safety</i>					
51. <i>Measures were taken to ensure fire safety prior to school construction</i>					
52. <i>Measures are taken during school maintenance to ensure the school is compliant with fire safety codes and best practices.</i>					
53. <i>Fire safety equipment is kept in dedicated locations in sufficient amounts to cover all fire eventualities</i>					
54. <i>Thatched roof, inflammable material is not used in school construction particularly in the kitchen shed.</i>					
55. <i>Inflammable and toxic material is not stored in the school building.</i>					

56. <i>There is adequate supply of water for fire fighting purpose.</i>					
57. <i>Fire extinguishers are installed at prominent places in each block of the school.</i>					
58. <i>Fire extinguishers are checked monthly and serviced annually</i>					
59. <i>Expiry dates are clearly written</i>					
60. <i>Fire extinguishers are easily accessible</i>					
61. <i>All exits and exit corridors are free from obstructions</i>					
62. <i>Exits are properly marked</i>					
63. <i>Each classroom equipped with security grills has at least one with a releasable latch</i>					
64. <i>Exit signs are clearly visible</i>					
65. <i>Fire extinguisher training is conducted regularly</i>					
66. <i>Emergency routes are posted</i>					
67. <i>Emergency lighting are operable in a single action</i>					
68. <i>Exits unlocked & operable in a single action</i>					
69. <i>Fire alarms tested monthly</i>					
<p>Non-structural Mitigation</p> <p><i>All entrances and exits (photographs taken)</i></p> <p><i>Evacuation routes and safe places for assembling (photographs taken)</i></p>	<input type="checkbox"/> Before the implementation of school safety plan <input type="checkbox"/> After the implementation of school safety plan	<input type="checkbox"/> Before the implementation of school safety plan <input type="checkbox"/> After the implementation of school safety plan			
70. <i>Awareness raising, training and education in emergency preparedness are included in the School Safety Plan</i>					
71. <i>Non-structural mitigation measures, such as clear exits, emergency escape routes and signposting together with avoidance of combustible materials and fastening of classroom items are in place</i>					
72. <i>School furnishings and equipment have been assessed for safety risk and steps taken to minimise the risk</i>					

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

75. Surveillance mechanisms and systems are in place					
76. The external boundaries of the school are guarded and only passable at guarded entrances					
77. There is a central alarm system in the school.					
78. The main entrance is visible from the main office.					
79. There is only one clearly marked and designated entrance for visitors.					
80. In case of multiple entries to the building each one is controlled and supervised.					
81. Administrative staff maintain a highly visible profile					
82. Signage directing visitors to the main office are clearly posted					
83. Visitors are required to sign in.					
84. Visitors are issued I.D. cards or badges.					
85. Proper identification is required of vendors, repairmen.					
86. All staff - Full and part-time staff are issued ID cards that are worn in a manner that is visible at all times					
87. The following areas are properly lighted: <ul style="list-style-type: none"> • Corridors • Bathrooms • Staircases 					
88. Corridors are supervised by staff.					
89. Washrooms are supervised by staff.					
90. Doors accessing internal courtyards are securely locked from the inside					
91. Exit signs are clearly visible and pointing in the correct direction.					
92. Switches and controls are properly located and protected.					
93. Access to electrical panels is restricted.					
94. Directional lights are aimed at the building.					

95. Friends, relatives or non-custodial parents are required to have written permission to pick up a student from the school					
96. Students are required to have written permission to leave school during school hours.					
97. Full and part-time staff including bus drivers, are issued I.D. cards or other identification.					
98. There are written policies regarding access and control of school personnel using the building after school hours.					
99. Staff members who remain after school hours are required to sign out.					
100. One person is designated to perform the following security checks at the end of day that: <ul style="list-style-type: none"> • All classrooms and offices are empty and locked • All washrooms are empty • All exterior entrances are locked • All night lights are working • Alarm system is working 					
101. Consideration has been given to replace interior doors with large windows to doors with small windows					
102. The P.A. system work properly <ul style="list-style-type: none"> • It can be accessed from several areas in the school • It can it be heard, and understood, outside 					
103. Consideration has been given to establish a greeters window inside first set of exterior doors (must be manned at all time)					
104. Convex mirrors are used to see around corners in corridors					
105. Convex mirrors are used to see up and down staircases					
106. All exterior doors have signs requiring visitors to report to the main office to sign in and obtain I.D.					
107. Consideration has been given to installing Proximity Readers on certain exterior doors					

108. Consideration has been given to install flashing lights on exterior of building to warn staff and students outside, of problems					
109. Exterior light fixtures are securely mounted.					
110. Mechanical rooms and hazardous storage areas are locked.					
111. School grounds are fenced. (Best height that prevents unauthorized entry is 6-8 feet with a turned top to restrict scaling)					
112. Gates are secured by locks					
113. Restricted areas are clearly marked					
114. Shrubs and foliage are trimmed to allow for good line of sight.					
115. All poisonous shrubs, trees, and foliage have been removed.					
116. Shrubs near building have been trimmed "up" to allow view of bottom of building					
117. Bus and other vehicles loading and drop-off zones are clearly defined.					
118. Access to bus loading area is restricted to other vehicles during loading/unloading.					
119. Staffis assigned to bus and other vehicles loading/drop off areas.					
120. There is a schedule for maintenance of: <ul style="list-style-type: none"> • Outside lights • Locks/Hardware • Storage Sheds • Windows • Other exterior buildings 					
121. Parent drop-off and pick-up area is clearly defined.					
122. Speed breakers are in place to restrict vehicle speeds.					
123. There is adequate lighting around the building.					
124. Lighting is provided at entrances and points of possible intrusion.					
125. The school ground is free from trash or debris.					

126. The school is free of graffiti.					
127. Play areas are fenced.					
128. Visual surveillance of playground areas is possible from a single point.					
129. Playground equipment has tamper-proof fasteners					
130. Visual surveillance of bicycle/motorcycle stands is possible.					
131. Visual surveillance of parking lots is possible from main office.					
132. Parking lot is lighted properly and all lights are functioning					
133. Accessible light lenses are protected by some unbreakable material					
134. All areas of school buildings and grounds are accessible to patrolling security personnel.					
135. Students/Staff are issued parking stickers for assigned parking areas					
136. Student access to parking area is restricted to arrival and dismissal times.					
137. Staff and visitor parking has been designated					
138. Outside hardware has been removed from all doors except at points of entry.					
139. Ground floor windows: <ul style="list-style-type: none"> • no broken panes, • locking hardware in working order 					
140. Basement windows are protected with a grill.					
141. Doors are locked when classrooms are vacant.					

<p>142. High-risk areas are protected by high security locks and an alarm system</p> <ul style="list-style-type: none"> • Main office • Cafeteria / Canteen • Computer Labs • Art rooms • Science labs • Sick Room • Electrical Rooms • Phone line access closet 					
<p>143. Unused areas of the school can be closed off during after school activities.</p>					
<p>144. There is two-way communication between the main office and:</p> <ul style="list-style-type: none"> • Classroom (each classroom has a phone or direct intercom connection) • Duty stations • Staff and faculty outside building (all locations have communications) • Buses 					
<p>145. Students are restricted from loitering in corridors, grounds, and washrooms.</p>					
<p>146. "Restricted" areas are properly identified.</p>					
<p>147. There are written policies restricting student access to school grounds and buildings.</p>					
<p>Review/Quality Supervision and Control</p> <p>148. The school conducts regular, at least once yearly, reviews of its structural and non-structural prevention and mitigation interventions</p>					
<p>School Preparedness and Risk Reduction</p>					
<p>Building Maintenance</p> <p>149. The school buildings undergo full monitoring and maintenance at least once every year</p>					
<p>School Risk Assessment/School Safety Plan</p> <p>150. The school periodically conducts a disaster risk assessment that is participatory (i.e. involving all school stakeholders)</p>					

151. The school has a School Safety Plan informed by the findings of the most recent school risk assessment					
152. A School Safety Committee, with appropriately wide and varied representation, is in place that takes the leading role in disaster management planning and implementation					
153. Emergency Response Teams are formed, trained and active (an Early Warning Team, an Evacuation Team, a First Aid Team, a Search and Rescue Team, a Site Security Team)					
154. School risk, vulnerability, resource and capacity maps have been developed and are posted in a prominent place in the school					
155. The plan is reviewed on an annual basis					
156. Plan developed by the School Safety Committee and reviewed by management.					
157. The school has established a well-coordinated School Safety Plan with law enforcement and other crisis response agencies.					
158. Categories listed in the plan should include, but may not be limited to, the following: <ul style="list-style-type: none"> • Natural Disasters • Accidents • Acts of Violence • Death • Loss of power • Fire • Earthquake 					
159. The following components of the School Safety Plan are practiced on a regular basis <ul style="list-style-type: none"> • Lockdown • Lockout • Shelter in place • Evacuation of Building 					
Physical and Psychosocial Protection					
160. The school has appropriately trained teachers who are able to promote the physical and psychosocial well-being of their students					

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

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

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

202. Members of Evacuation Team have been identified including School Personnel					
<ul style="list-style-type: none"> • Law Enforcement • Fire Officials • Emergency Responders • Other 					
203. Responsibilities have been assigned.					
204. Types of drills have been identified					
205. Timings of the drills have been identified					
206. Participants of the drill have been identified					
207. Purpose & Scope of Drill has been drafted					
208. Specific items, procedures, protocols that will be drilled have been identified					
209. School Safety and Security Procedures have been reviewed with all school personnel and students.					
210. Emergency duties have been reviewed					
211. Parents have been notified of the schools drill plan.					
212. Communication protocols have been reviewed and tested					
213. Emergency alert/announcement clearly communicated and understood throughout the school facility					
214. Students and staff feel safe and secure in following procedures and protocols according to the school's emergency procedures					
215. Teachers/classrooms have a means/method to communicate with the main office					
216. Procedures for students and staff in corridors, washrooms and open areas are being followed					
217. Procedures for students and staff in the cafeteria / canteen and outside the building are being followed					
218. Debriefing sessions are conducted to discuss lessons learnt and/or measures for improvement including key stakeholders					
219. After-Drill Report is prepared to share with key stakeholders.					

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

231. <i>Extra-curricular occasions and events are made available to students for active learning about disaster preparedness and risk reduction.</i>					
Performance Monitoring and Evaluation					
232. <i>Every key aspect of school disaster preparedness and risk reduction is monitored and evaluated on a yearly basis.</i>					
233. <i>A comprehensive monitoring mechanism and indicators were developed to ensure the building code(s) were strictly complied with while site selection, designing, budgeting, material selection, construction and DRR aspects</i>					
234. <i>Monitoring and evaluation are conducted in a participatory way with all the school community involved in the process and outcomes being shared with the community.</i>					
235. <i>The outcomes of the yearly monitoring and evaluation process are purposefully fed into the further development of the School Safety Plan.</i>					

Response and Recovery

Rapid Needs Assessment					
236. <i>After a disaster rapid assessment is conducted at the school to identify needs, possible courses of action and resource requirements.</i>					
237. <i>Rapid needs assessment has been conducted by relevant authorities.</i>					
238. <i>Information gathered has been shared with relevant authorities.</i>					
Post-crisis Psychosocial Support for Students					
239. <i>Post-disaster, students were guided and counseled through the trauma of the disaster crisis just passed through</i>					
240. <i>Post-disaster trauma management measures and activities are in place</i>					
241. <i>Students discuss their hazard and disaster experiences with their peers.</i>					
242. <i>Students give their input in the post crisis evaluation.</i>					

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

Pictorial Evidence

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

1. Site of the school (clearly showing the surrounding area).
2. Full view of the building from all sides.
3. All entrances and exits.
4. Evacuation routes and safe places for assembling.
5. School boundary wall.
6. School playground and exterior.
7. School interior including photographs of corridors with clearly visible doors and windows.
8. Staircases.
9. Storage Areas including those for hazardous materials.
10. Washrooms.
11. School Canteen
12. Laboratories (if any).
13. Parking areas.
14. Security posts (if any).
15. Fire-fighting equipment.
16. Any other area which requires immediate attention.

Scoring System

Award of score and marks:

1. 0 stands for 'Not Evident'
2. 1 stands for 'Somewhat Evident'
3. 2 stands for 'Evident'
4. 3 stands for 'Strongly Evident'
5. No marks will be given for "Not Applicable". The total number of "Not Applicable statements would be deducted from the total number of statements
6. Sum of marks obtained would be divided by the total marks and multiplied by hundred to arrive the percentage secured.
7. Calculation for determining the safety standard to be done as follows:

$$\frac{\text{Total Marks Obtained}}{\text{(Total Number of Questions X 3)}} \times 100 = \text{_____ \%}$$

8. School Safety Standard _____

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