



# **Creating Rescue Teams – Getting Ready for Natural Disasters**

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# EMERGENCY MANAGEMENT PLAN



D.M. 10/03/1998

“... In the workplace where it is compulsory to draw up an emergency plan connected with the risk evaluation, workers must take part in an emergency evacuation, carried out at least once a year, to practice the evacuation and first aid procedures...”



# EMERGENCY PLAN WHAT IS AN EMERGENCY PLAN

IT DEFINES THE SUITABLE  
ACTIONS TO CHECK THE  
CONSEQUENCES OF AN  
EMERGENCY

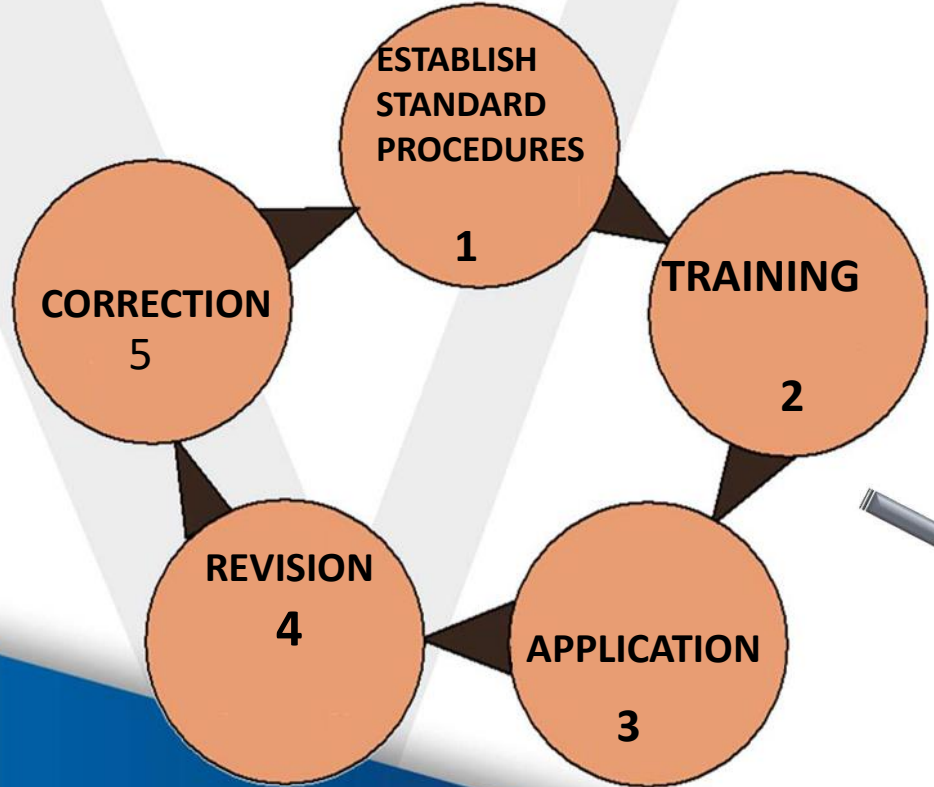
REDUCE  
THE PANIC



COLLECTION OF  
IMPORTANT  
INFORMATION

PRESENT RISK  
ANALYSIS

THIS DOCUMENT IS  
UNDER CONSTANT  
STUDY AND  
DEVELOPMENT



SIMULATIONS

# EMERGENCY PLAN AIMS

1. COMPANY ORGANIZATION TO FACE THIS EXTRAORDINARY SITUATION
2. PEOPLE SAFETY
3. GOODS AND EQUIPMENT PROTECTION
4. DETERMINE SAFETY AND EMERGENCY SYSTEMS
5. ESTABLISH EMERGENCY TASKS
6. FINAL EMERGENCY PROCEDURES



# WHAT IS AN EMERGENCY?



Immediate danger, unexpected or sudden event



The most instinctive action is to escape , even if it could be the worst choice



**AWARENESS:** the limits of our security are going to be overcome, action must be taken to prevent the damage spread



Action plan - emergency procedures and protection measures, aimed at reducing possible damages. Follow the instructions to promote adequate countermeasures useful to face unforeseen events

# WHAT IS AN EMERGENCY?

AN EMERGENCY PLAN  
CAN BE DAMAGED BY:

LACK OF  
TRAINING IN AN  
EMERGENCY  
CONTEXT

LOW KNOWLEDGE  
OF WORKPLACES  
AND OF THE  
COMPANY'S  
MANAGEMENT

PANIC

LACK OF PREPARATION  
FOR THE  
EXTRAORDINARY  
EVENTS



# THE MAIN STEPS OF AN EMERGENCY PLAN



1. DESCRIPTION OF THE ACTIVITY
2. CHARACTERISTICS OF PLACES (WITH REFERENCE TO THE WAYS OUT)
3. FIRE DETECTION AND ALARM SYSTEM
4. NUMBER OF FIRST AID AND FIRST AID EMPLOYEES
5. FIREFIGHT AND FIRST AID MEASURES
6. EMERGENCY PLAN
7. OPERATIVE INSTRUCTIONS
8. POSSIBLE ASSISTANCE FOR SPECIAL NEEDS PEOPLE



# THE ACTORS OF AN EMERGENCY PLAN



## ACTIVE SUBJECTS

EMERGENCY COORDINATOR  
(contact person for the school safety); FIRE OR EMERGENCY EMPLOYEES  
FIRST AID EMPLOYEES  
SUPPORT WORKERS



They are activated as soon as an emergency situation is detected by applying the operating instructions contained in the emergency plan.

ACTIVE ROLE OF FIRST INTERVENTION  
COORDINATION OF EVACUATION  
AND RESCUE



## PASSIVE PEOPLE

All people present at school  
(teachers, pupils, parents, visitors)



They follow the instructions given by the person-in-charge of the emergency plan.



## 2- CHARACTERISTICS OF THE PLACE

### Safety exits





There are many pedestrian emergency exits, appropriately distributed, to allow the rapid exit. The direct exits are located along the perimeter of the building, at the level of the ground floor, the first floor and the second floor. Ground floor: 5 exits to the outside; first floor: 1 exit to the outside via an external staircase. The exits must always be clear and easily opened (not locked) during working hours.

### Way out





The safety exits can be easily reached through corridors, atriums, internal doors and gates. The exits must always be kept clear and free of obstacles. Internal doors must not be locked during working hours.




## 2 – CHARACTERISTICS OF THE PLACE

<p><b>Assembly point</b></p> 	<p>The assembly point is identified in the external courtyard next to the pedestrian gate.</p>
<p><b>Emergency plan</b></p> 	<p>In each school building is exposed the emergency plan that all the people must know. It contains basic instructions, that are accompanied by a simple map of the building.</p>

### 3 – DETECTION SYSTEM AND ALARM

<p><b>Fire detection</b></p> 	<p>Thanks to the constant presence of staff during the school timetable, the first warning is given orally, by any person who detects an emergency situation, with consequent call of the emergency staff.</p>
<p><b>Sound alarm</b></p> 	<p>The evacuation alarm is given by the person in charge to all the people present in the places to be evacuated: orally; with audible warning by bell, with standard message (intermittent, insistent and prolonged sound).</p>

# 5 – FIRE-FIGHTING AND FIRST AID KIT

<b>Fire extinction</b> 	The school is equipped with portable fire-extinguishers, distributed in the rooms in visible positions and indicated by special signs.
<b>First aid</b> 	There are first-aid medical-pharmaceutical facilities, in accordance with current legislation.
<b>Energy and gas shut-off</b> 	A general switch located at the main entrance will shut-off energy and gas.

# 6 – EMERGENCY SCENARIOS

## Fire emergency



The fire emergency concerns the unexpected and unwanted ignition of a fire. The accident can be limited to a small outbreak, easy to be controlled and extinguished, or it can evolve into an extended and generalized fire, to the point of involving the entire building and even the neighboring ones. Also in this case the behavior of the people present in the place of the emergency must be properly regulated and controlled.



## Medical emergency



For medical emergencies we mean injuries and illnesses that can affect all the people in the school.

The medical emergency can originate from occupational risks, related to the tasks performed at school, to the work environment, as well as to external people who come into the building (clients, suppliers, consultants, etc.). Injuries and illnesses can also occur due to causes that are substantially independent of work, which can be traced back to the particular health conditions of the workers (this is the case of fainting, heart attacks, epileptic attacks etc.). The intervention on the victim is reserved for first aid workers or the public emergency service. The behavior of other people present at the emergency place must be properly regulated and controlled also to avoid inappropriate initiatives that could worsen the consequences of the accident.

## 6 –EMERGENCY SCENARIOS

<p><b>Flood emergency</b></p> 	<p>Flood emergency means any anomalous situation deriving from the presence or entry of water into the building: this is the case of flooding due to internal leaks, to external overflows, water, snow or hail coming from the roof or windows, etc.</p>
<p><b>Escape/ dispatch emergency of hazardous substances</b></p> 	<p>This type of emergency concerns the cases in which the control of dangerous substances manipulated or stored in the various sectors of the building is lost.</p> <p>The accident can be caused by a gas / vapor leak from plants, pipelines or other containers or it can be caused by the spreading of liquids or solids (powdery or otherwise) contained in tanks, drums, tanks, containment basins or other containers .</p>

## 6 – EMERGENCY SCENARIO

### Earthquake emergency



The earthquake emergency should be considered globally, without any connection with the specific seismic characterization of the site. In fact, the effects of the earthquake are not limited to damage structures (collapses, crumbling, falls etc.) and consequently people, but often include serious situations of panic and confusion. In particular in modest seismic phenomena this last effect can be considered the only real element of danger. The emergency must therefore be managed by monitoring the stability of the structures and the behavior of the people at the same time.

### Toxic cloud emergency

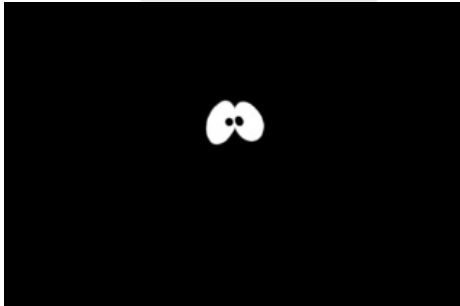


By toxic cloud emergency we mean the possibility that, as a result of an industrial accident, dangerous gases are released into the atmosphere, with effects on the population and the environment.



## 6 – SCENARIO OF EMERGENCY

### Black-out emergency



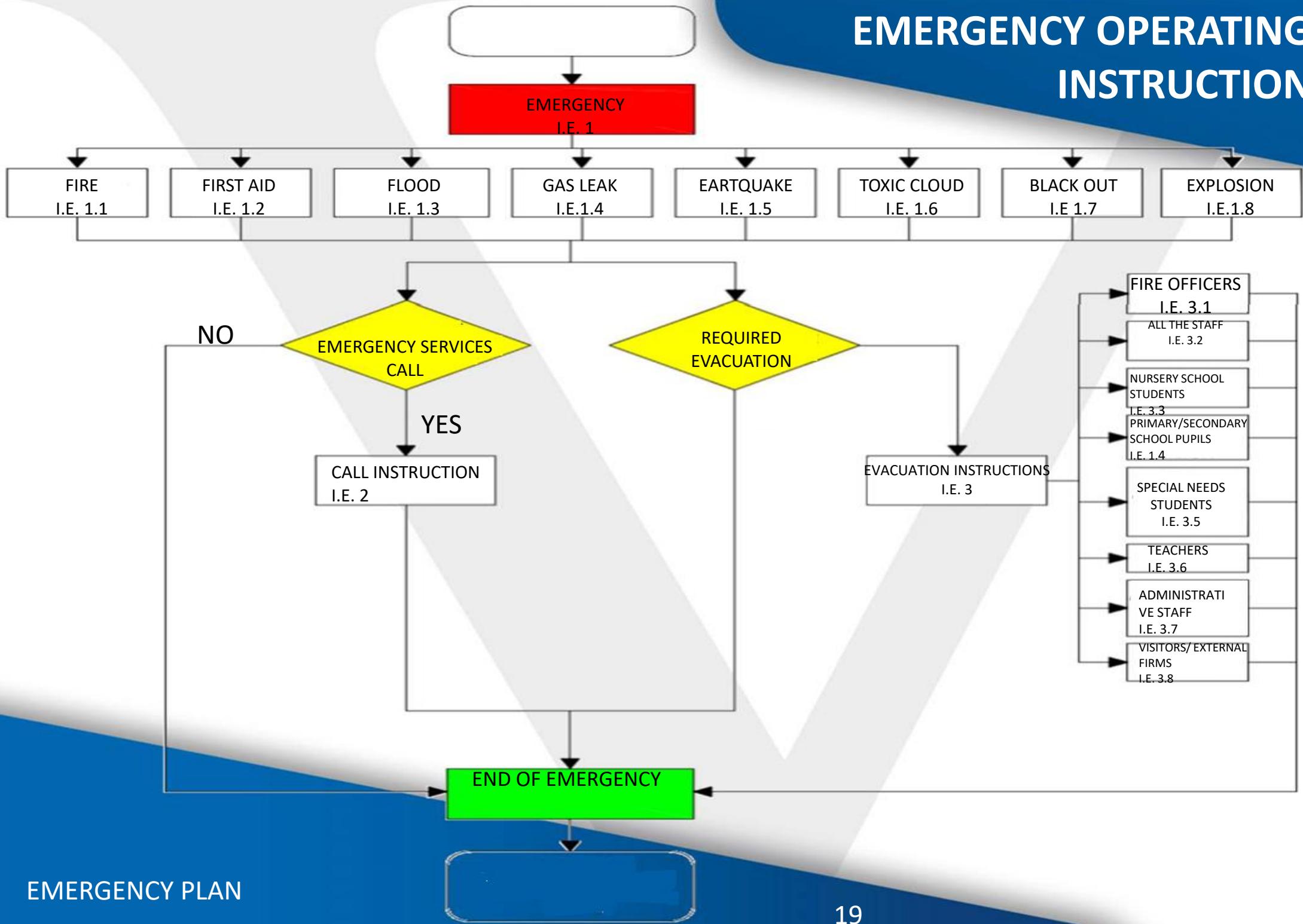
Blackout emergency means a sudden and unexpected interruption of electricity. The immediate consequence is the switching off of the normal lighting system and the shutdown of all electrical devices and systems. If the lack of electricity and lighting should persist, it may be necessary to activate caution or evacuation procedures. Similar emergency situations can be created by voltage drops, without complete interruption.

### Explosion emergency



The burst emergency occurs when inside a closed space (closed room, tank, other container) there is a rapid and uncontrolled increase in pressure, that causes an explosion and a fire with flames that spread to around 340 m / s. The event has immediate effects on the structures of the building, on the plants and on work equipment. Therefore a correct emergency management requires first of all a brief, but careful observation of the situation, to identify the place of explosion and its immediate consequences (falling of objects, structural failures etc.). Only after this awareness it can be possible to adopt suitable behaviors to safeguard safety.

# EMERGENCY OPERATING INSTRUCTION



# OPERATIVE EMERGENCY INSTRUCTIONS BEFORE THE EMERGENCY

## TEACHERS

They inform students about the contents of the emergency plan and about responsible observation of the rules and expected behaviors

They assign tasks to the row-opening and close-row pupils and inform them about the correct application of the tasks assigned to them

Invite students to view evacuation plans

They organize periodic lessons on the problems of school safety and on the behaviors to be taken during emergency situations in the school environment

## STUDENTS

Identify and learn through the evacuation plans attached on the walls:  
-the location of the emergency exits;  
-the possible way out;  
-the assembly point.

They know how to open the security doors (by pushing the appropriate anti-panic bar) and any doors that might be found along the way

## Visitors / external companies

They are informed about emergency exits and possible way out from the area where they are located through the evacuation plans posted on the walls.

# OPERATIVE EMERGENCY INSTRUCTIONS BEFORE THE EMERGENCY

## Emergency staff

They periodically check the status of the emergency devices supplied (fire extinguishers, hose reels ...) and request the intervention of specialized external companies in the event of expired, damaged or inoperative supplies

Verify that emergency exits always remain clear (from obstacles or materials) and functional

Immediately report to the Employer (Headmaster) and / or to the Head of the Prevention and Protection Service any anomalies or dangerous situations

Together with the Prevention and Protection Service Attendant, they verify that the "Fire control register" is correctly filled out

Verify the presence in the building of special needs people

## Administrative staff and school collaborators

Every day they control the opening of the security doors and the exit gates operations

Telephone numbers useful in emergencies are always displayed and clearly visible

They prepare and maintain a chart with the updated situation of the teachers and auxiliary staff present in the school and of the classes dedicated to other activities outside the school

They are aware of other activities carried out inside the school

# GENERAL INSTRUCTIONS IN CASE OF EMERGENCY

**PEOPLE WHO** detect an emergency situation must immediately inform the emergency staff

If the situation is serious,  
**CALL THE FIRST INTERVENTION SERVICES**

**EMERGENCY STAFF** stops working and personally checks the seriousness of the situation by going to the emergency place or nearby (if possible), estimating and consistency of the event



If it is necessary, give the order of  
**EVACUATION OF THE BUILDING**

Need to call emergency services  
(Police, First aid, Firefighters)

The emergency attendant asks a collaborator to make the call

Enter the number corresponding to the external service to contact



## CALL FOR EMERGENCY SERVICES INTERVENTION

### INFORMATION TO PROVIDE

**They are:** name, surname and qualification

**School phone number :** school name; complete address and, if possible, give directions on the way to reach it

**In the school it happened:** description of the type of accident (fire, health emergency, collapse ...), of the entity of the accident and the place of the accident (it involved a classroom, the library ...)

**People involved:** indicate any person involved and the presence of injured people.

**Current situation is:** briefly describe the current situation

**NOTE:** get the name of **the person who answers**, note the **TIME**, arrange access to the **AID MEANS**.

EMERGENCY – POLICE	113
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# INSTRUCTION: EVACUATION

## GENERAL RULES

Keep calm and don't panic.

When the acoustic signal identifying an emergency (alarm) is activated, each person must leave the building or area without delay, using the indicated emergency routes and following the signs, without delaying to look for personal objects or for others reasons.

Do not use lifts

Don't return to your usual workplace

Do not leave the assembly point unless authorized.

# EDUCATION: EVACUATION STUDENTS

They diligently execute the orders given by the teacher

They immediately stop all activities and keep calm

They move chairs, backpacks or other objects, to avoid obstacles

The student designated as a row-closer arranges at the end of the row. If some students have difficulties report this situation to the teacher.



They do not linger and do not go back to take personal belongings and / or clothes but go straight to the exit

They are placed in single rows with a student as row- opening and another one as row- closer. Pupils with walking difficulties (even temporary) will have to leave the building following the line, however cared for and assisted, and, once outside, brought back to their groups

**THEY DO NOT HAVE TO** use lifts, go down for no reason from, windows or high levels

Follow the instructions of the teacher who accompanies the class at the head of the line

**SHOULD** keep right when entering the corridors; stay on the side of the wall going down the stairs, leaving a clear road for the personnel who must work to help.

They walk quickly (without running, pushing and shouting) towards the emergency exits, following the indicated escape routes, with the teacher leading the row

In the presence of smoke and dust they walk, lowering their heads as much as possible and covering their mouth and nose with a handkerchief (preferably wet)

They reach the external assembly point, uniquely identified for each class, always remaining in the group in an orderly manner until the emergency ends, and answer to the appeal



# EDUCATION: EVACUATION SPECIAL NEEDS STUDENTS

The teacher in the classroom provides psycho-emotional support to special needs students, verifying their physical conditions.



The teacher assists the special needs students, during the evacuation to the assembly point. If necessary, he requires the help of support staff. Any support teachers will take care of the students assigned to them



Students with difficulty leave the classroom at the end of the line



During the evacuation the teacher takes on the function of last in the row and chooses a student as row-opening



The teacher leads the student to the assembly point



The teacher verifies that students with special needs are not left alone until the end of the emergency



The ceased alarm signal accompanies the student to the established destination

If it is not possible to evacuate, stay in a safe place and wait for professional emergency service



# EDUCATION: EVACUATION

## TEACHERS

They are responsible for the correct performance of the class evacuation: they do not abandon their class.

They take the evacuation form, complete with an attendance list with names of students, hung on the door of each class

They check before going out that the escape route is free

They are placed at the head of the line, to guide the students during the evacuation, verifying that no one leaves the line and that the students who open and close the row (primary and lower secondary schools) perform their tasks

They lead the students to the assembly point, identified uniquely for each class, and remain available in the identified position

They make the roll call and complete the evacuation form (sheet with student names taken from the classroom door). They deliver the completed form to the emergency attendant

They wait for the ceased communication

They bring the class back to the classroom when the emergency finishes

# EVACUATION PLAN

DATE:			
SCHOOL:			
CLASS:		FLOOR:	
ASSEMBLY POINT: (colour o letter)			

TO BE  
ATTACHED AT  
THE DOOR OF  
EACH  
CLASSROOM

STUDENTS	PRESENT	EVACUATED	MISSING	INJURED
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
TOT STUDENTS:				

NAME OF THE PERSON-IN-CHARGE :	
SIGNATURE:	