



Safety & Security Awareness for Children in Schools

The First Thing They See...





"Explaining a lockdown can be one of the most difficult parts of a teacher's job."

The purpose of the Alma project is to provide a simple way to implement and maintain lockdown procedures in our schools and to teach young students about why we have security in the schools and to explain the procedures of a lockdown.



Every school and its facility is unique,
but the principles of security and
lockdowns are universal.

Six Core Areas



Management



Security Organization



Physical Security



Crisis Management



Security Awareness



Authorities & Other
Partners





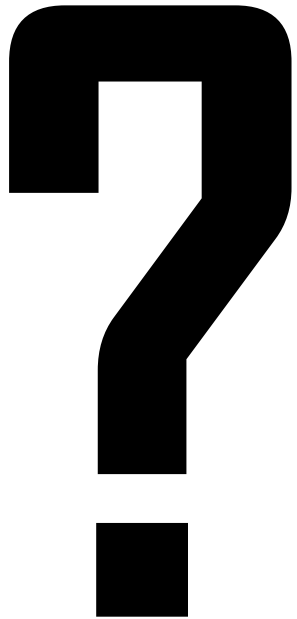
Security



The Jewish communities and schools have a morale and legal responsibility to ensure that the schools will provide a safe and healthy learning environment.

The challenges our schools are facing today in security are complex and miscellaneous, that include everything from student bullying, drugs, crimes, accidents, natural disasters to acts of violence as school shooting or terrorism.

What & How



There is no single security solution that will by itself that make our schools safe. To build a robust security, there must be several layers of security measures that interact with each other.

Some schools have a strong security organization and, while others have nothing.

For the school management when it comes to the security, there are two specific and crucial questions:

- What should we do?
- How do we prioritize?

Security Triangle



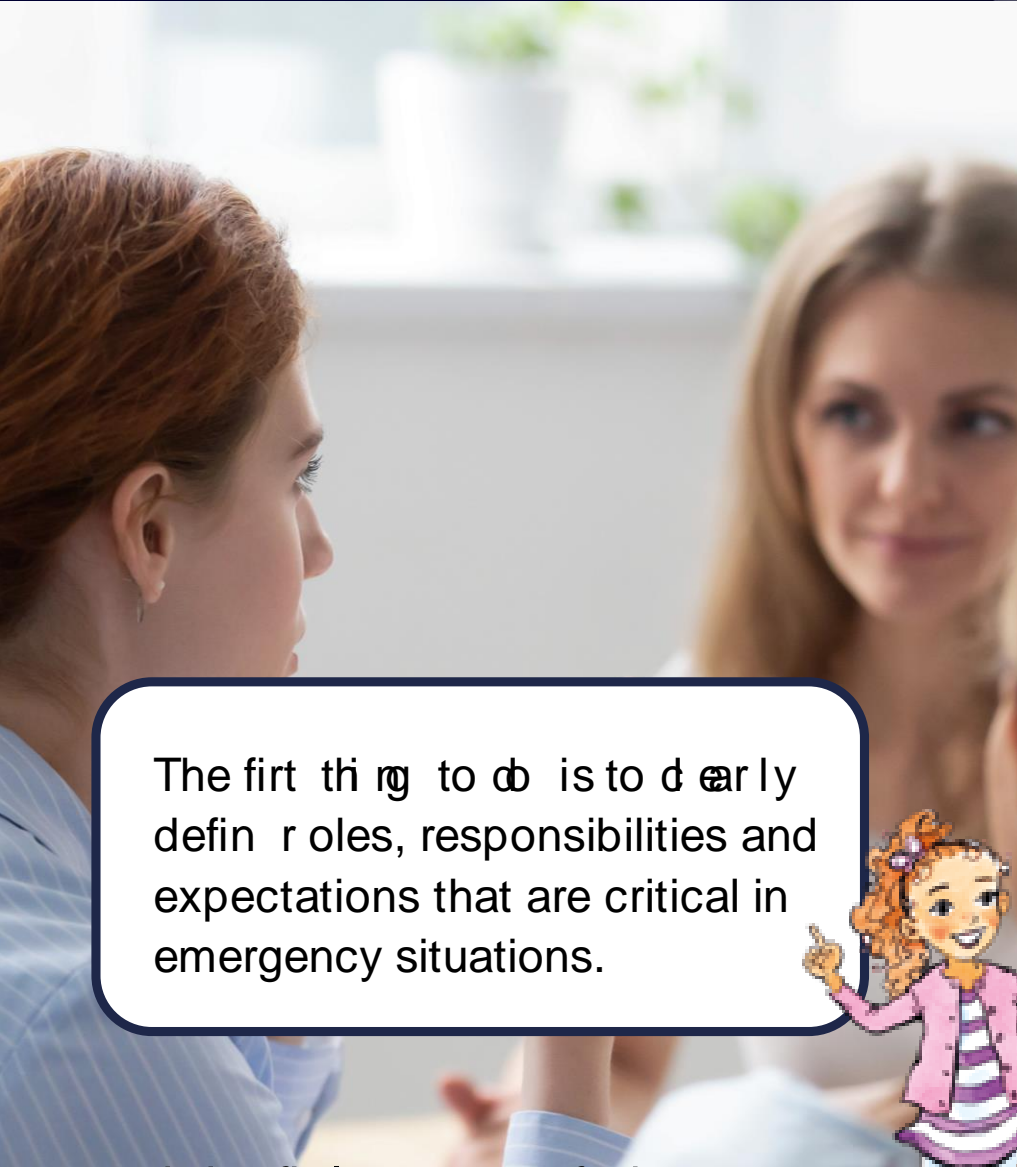
Preparedness

Where to begin?



- **Prevention** means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.
- **Protection** means the capabilities to secure schools against acts of violence and manmade or natural disasters.
- **Mitigation** means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency.
- **Response** means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way.
- **Recovery** means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

Safe Schools Planning



The first thing to do is to clearly define roles, responsibilities and expectations that are critical in emergency situations.



1. Identify and establish a team for Security And Safety in School (SASIS)

- Lead by the principal
- Competent representatives:
 - Administrators
 - Educators
 - Nurses, counselors & Psychologists
 - Facility management, etc.

The team should be small enough to work closely with CSG & the local authorities, big enough to represent the school and to lift the tasks.

2. Assess needs

3. Prioritize needs

4. Develop and implement plan

My Role



- What is my specific role?
- Which resources do I need?
Do I have them? How can I obtain them?
- Who do I have to cooperate with? (Interfaces)
- Who is in charge?
- Professional and/or personal difficulties I can identify in performing my role

Understand the Situation

Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Fire	1.Unlikely 2. Possible 3. Likely 4. Highly Likely	1. Negligible 2. Limited 3. Critical 4. Catastrophic	1. 24 hours + 2. 4-12 hours 3. 6-12 hours 4. Minimal	1. – 3 hours 2. 3-6 hours 3. 6-12 hours 4. 12 hours plus	Low Medium High
Hazard Spill outside school	1.Unlikely 2. Possible 3. Likely 4. Highly Likely	1. Negligible 2. Limited 3. Critical 4. Catastrophic	1. 24 hours + 2. 4-12 hours 3. 6-12 hours 4. Minimal	1. – 3 hours 2. 3-6 hours 3. 6-12 hours 4. 12 hours plus	Low Medium High
Attack	1.Unlikely 2. Possible 3. Likely 4. Highly Likely	1. Negligible 2. Limited 3. Critical 4. Catastrophic	1. 24 hours + 2. 4-12 hours 3. 6-12 hours 4. Minimal	1. – 3 hours 2. 3-6 hours 3. 6-12 hours 4. 12 hours plus	Low Medium High

- The SASIS team first needs to understand the threats and hazards faced by the school and the surrounding community.
- Identifying and evaluating possible threats and hazards, and assesses the risk and vulnerabilities posed by those threats and hazards.
- Decide which should be addressed in the plans.

Topics in the Planning



Planning & Procedures



Provide clear and useful guidelines and procedures

An effective school Security Plan is presented in a way that makes it easy for users to find the information they need. This may be to use plain language and providing pictures and/or visual cues for key action steps.

*Prioritize needs
What is important?
What is feasible?*

Routines & Emergency

Routines



- Lessons
- Breaks
- Visitors
- Deliveries
- Excursions
- Etc.

Emergency



- | | |
|-------------------------|--------------------------|
| • Accidents | • Fire |
| • Allergic reactions | • Hostage |
| • Bleeding | • Kidnapping (abduction) |
| • Blizzard | • Illness |
| • Bomb threat | • Pandemic |
| • Burns | • Threats |
| • Death | • Tornado |
| • Drowning | • Terrorattack |
| • Earthquake | • Viper bites |
| • Electricity accidents | • Violence |
| • Epileptic seizure | • Etc. |
| • Fractures | |

Physical & Technological Security



“Almost anything is possible, it is just a matter of us putting thought into it”

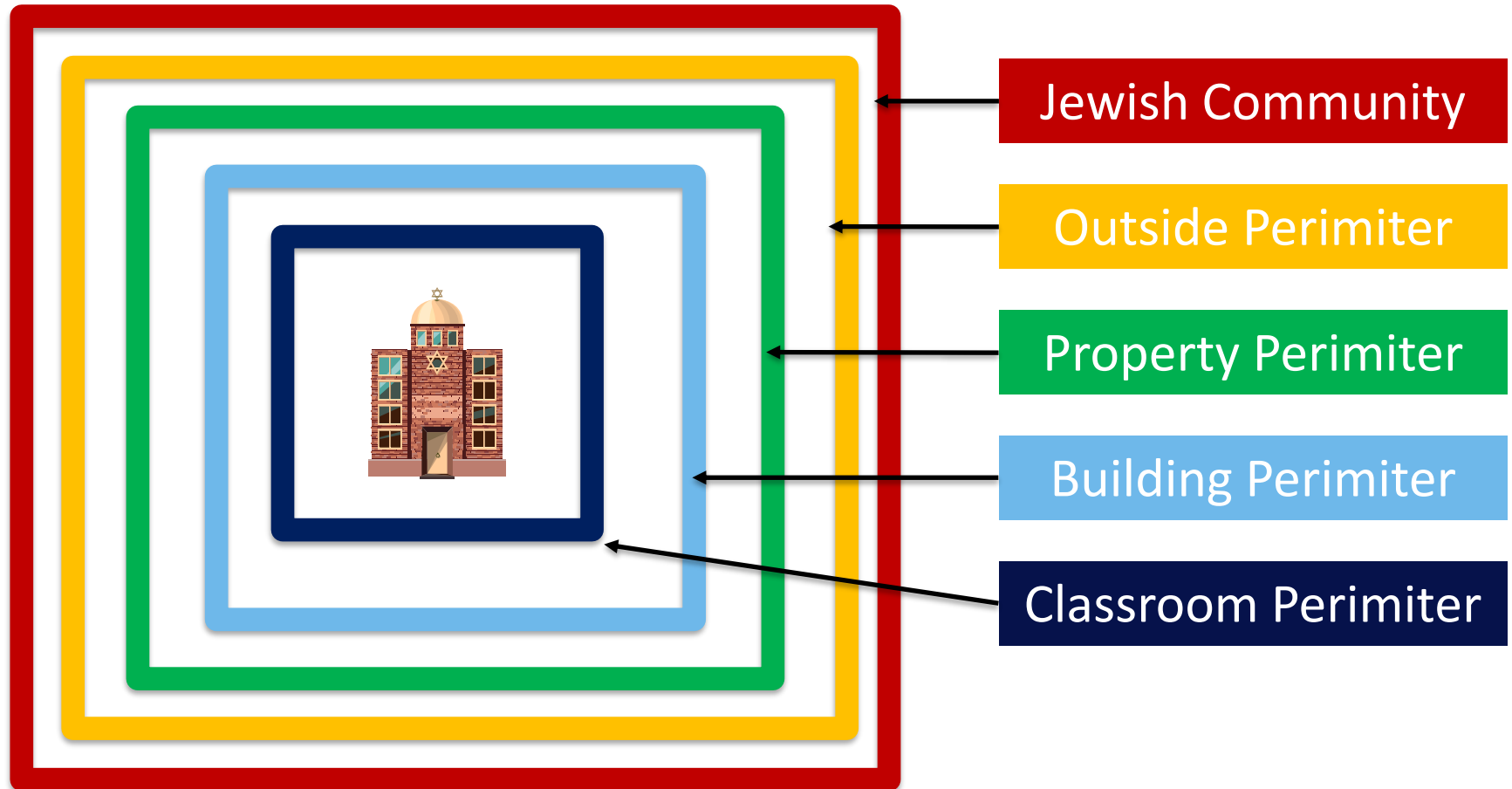
Physical and technical security can be put into different categories:

- Outer shell
- Inner shell
- Access control
- Keeping in control

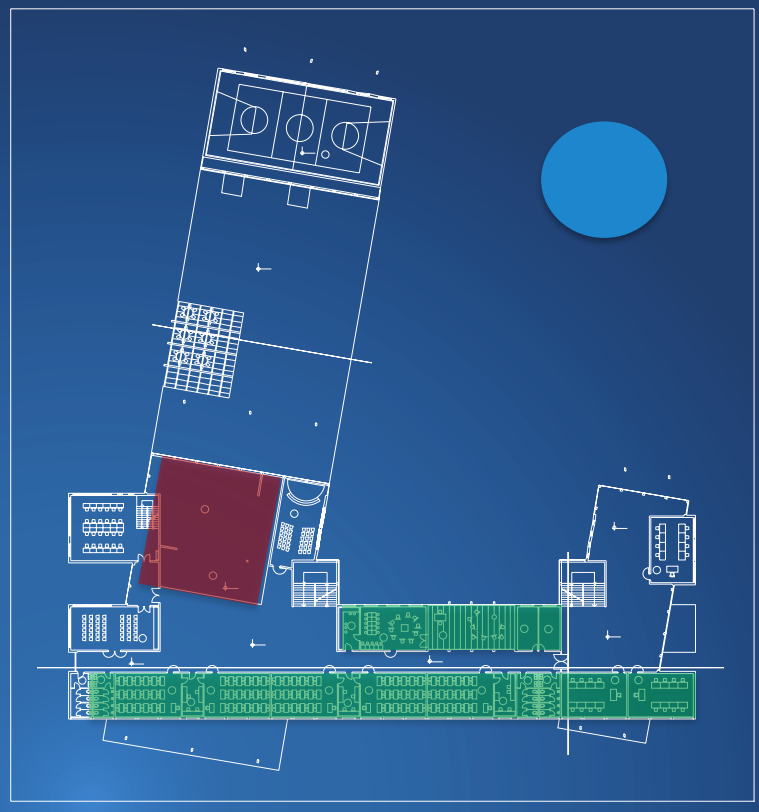
New and inventive security practices and technologies are released every day. Technological innovations are not a substitute for having a security plan.



Layers of Protection



Identifying Safe Zones (integrate security from the beginning)



Visit evacuation sites. Where evacuation sites are located but also where specific areas, such as reunification areas, media areas, and triage areas will be located.



Green Zones



Training Methods & Exercises



In essence, we use four to five different forms of training:

- Lecture orientation
- Tabletop exercises
- Drills
- Functional exercises
- Full-scale exercises

WHY

HOW

First we need to know why we want the exercise, before we continue with how the exercise should be conducted

To think about

- What do we want to achieve?
- Who should take part in the drill?
- What should be included in the drill?
- When to carry out the drill?
- How to carry out the drill?
- Where to carry out the drill?
- What resources are needed?



Timeline for a Drill

STEP 1
Set date (s)
to have a Fire &
Lockdown drill

STEP 3
Inform parents
& guardians

Step 5
Run through the
drill at the staff
meeting before
the drill

Step 7
The Drill

Step 9
Evaluation &
Summary

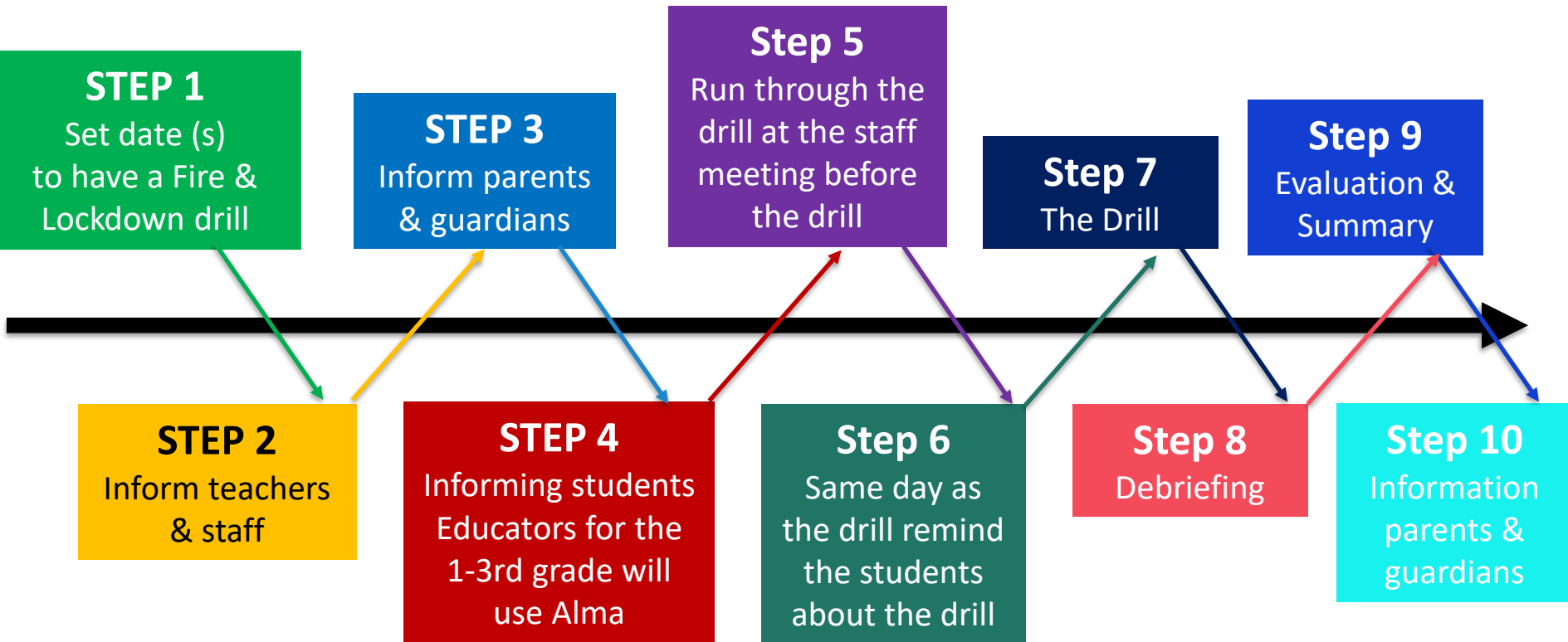
STEP 2
Inform teachers
& staff

STEP 4
Informing students
Educators for the
1-3rd grade will
use Alma

Step 6
Same day as
the drill remind
the students
about the drill

Step 8
Debriefing

Step 10
Information
parents &
guardians



Information Letter

General information about the drill



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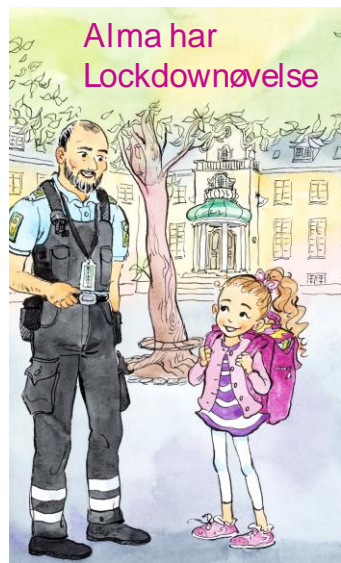
Kære forældre,

Vi skriver til jer, for at informere jer om, at der den 1. februar, om formiddagen, laves en øvelse med personalet og børnene på Carolineskoleh. Vi vil både afholde en brand/evakuerings- og en lockdownøvelse.

Da vi går i gang med at forberede øvelsen og kommunikationen omkring denne, går det op for os, at ordet "lockdown" måske kan give anledning til bekymring og rejse spørgsmål. Ordet "lockdown" er ikke noget nyt for Carolineskolen, men måske for nogen af jer.

På baggrunden af dette brev finder I derfor en Q&A, der forklarer hvad lockdown betyder, og hvad vores procedurer er i forbindelse med lockdown på skolen.

Forud for øvelsen gennemgår vi procedurerne med personalet på skolen, i børnehaven, vuggestuen og SFØen. Personalet vil have tid til at snakke med børnene, i henhold til deres alder, omkring nødprocedurer omkring brand og lockdown. De vil forklare, hvorfor det er vigtigt at vide hvad man skal gøre. De vil være sammen med børnene under og efter øvelsen. De vil afdrømme og understrege at de er sikre. De vil forklare, at når vi over os, forbliver skolen et sikkert sted, hvor børnene kan fokusere på at lære og udvikle sig.



Vi har udviklet Alma projektet for de yngste børn. Det har til formål, at give os en simpel måde at arbejde med sikkerhed på. Projektet fortæller børnene, hvorfor vi har sikkerhed, og forklarer lockdown på en pædagogisk måde. Projektet består af en børnebog, hvor Alma fortæller om den dag hvor der var lockdown øvelse på hendes skole. I tilføjet tilføjet en er der udarbejdet læremateriale, der skal hjælpe personalet med at italesætte og snakke sikkerhed og lockdown med børnene. For børnene i de mindste klasser er der også udarbejdet opgavebøger med opgaver, som børnene kan løse selvstændigt. Der vil være nogle pjecer med Alma bogen, som I kan låne hvis I gerne vil gennemgå den med jeres børn.

For at en lockdown øvelse ikke skal virke alarmerende eller give uro, er det vigtigt at integrere det i de daglige rutiner. På den måde dæmper vi berøringsangst med emnet.

Vi understreger overfor børnene og jer, at det kun er en øvelse, så de er trygge ved, at skulle der ske noget på skolen en dag, så er børnene og personalet forberede.

Vi har ansvaret for sikkerheden for børnene og personalet, så længe de er under skolens ansvar. Vi håber at kendskabet til vores procedurer har en beroligende effekt, men tør endelig ikke med at stille spørgsmål til Uri eller til Benjamin og Johan direkte.

De bedste hilsener

Johan, Benjamin og Uri

What is a lockdown and when will we use it

Hvad er en "lockdown" og i hvilke situationer bruges den?

En lockdown er en standard sikkerhedsprocedure, i lighed med det at evakuere en bygning i forbindelse med en brand.

Vores lockdown procedure vil blive taget i brug, når der er en trussel mod børnenes og personalets sikkerhed, hvor det er sikkert for dem at blive indenfor i bygningerne end at evakuere dem ud af bygningerne. Målet er, at holde folk sikre ved at afgrænse deres bevægelsesfrihed.

Situationer hvor en lockdown f.eks. kan komme på tale:

- En potentielt farlig person udenfor skolen.
- En situation i nærheden der kan have effekt på skolen f.eks. en demonstration i nærheden af skolen.
- Et kemisk uheld i nærheden eller andre former for luftforurening.
- En terrorhændelse.

Hvad er proceduren?

Lockdown proceduren er følgende:

Skolen lukkede sikkerhedspersonalet på skolen, der kan iværksætte en lockdown.

- De blå lamper på skolen vil blinke, og der vil komme en talebesked på skolens højtaler system. Der vil være et specifikt alarmsignal, der indikerer at det er en lockdown, og en tale besked på både dansk og engelsk vil fortælle, hvordan børnene skal forholde sig.
- Personalet og eleverne vil med det samme bevæge sig til det nærmeste tilgængelige sikre rum.
- Afhængig af situationen kan Sikkerheden vælge at flytte eleverne til det store safe room.
- Hver enkelt lærer udfører en optælling og registrering af eleverne, og informere Sikkerheden.
- Sikkerheden åbner en telefonlinje direkte til Københavns Politigård, og sikre sig at alle elever er sikre, og tiler at døre og vinduer er lukket og gardiner trukket for.
- Der kan være forskel på, om der bliver gennemført en fuld eller delvis lockdown. F.eks. er det kun nødvendigt at børnene og personalet bliver indenfor i forbindelse med en luftforurening, mens det ikke er nødvendigt at børnene og personalet bliver samlet i siklingsrummene.

Information til forældre om lockdown

What is expected by a parent during a lockdown

- Du vil som forælder blive informeret om at skolen er i lockdown via skolens hjemmeside, og der vil blive sendt besked ud via intranettet. Der vil også blive sendt en sms ud, sørg derfor for at skolen har dit nummer.
- Du skal som forælder ikke forsøge at komme hen til skolen eller ringe eftersom at det kan hindre skolens arbejde med myndighederne.
- Du skal som forælder ikke begynde at lægge opslag omkring hændelsen på sociale medier, eftersom at dette kan sprede falsk information og skabe panik.
- Børnene vil blive instrueret i, ikke at bruge deres mobiltelefoner under en lockdown, så du skal som forælder ikke blive nervøs, hvis dit barn ikke svarer på sin mobil.
- Du vil som forælder blive kontaktet om, hvor der er samlingssted. Her vil der også være repræsentanter fra menigheden og myndighederne, som kan informere dig. Børnenes vil blive fragtet hertil til et snart lockdown er ophævet.
- Det vil være muligt at få udleveret Alma bogen og en bog med Q&A, som du kan bruge til at tale med dit barn omkring lockdown. Den vil være tilgængelig på både dansk og engelsk.



Information Letter

Instructions for parents in case of a lockdown



- As a parent, you will be informed that the school is in a lockdown via the school's website, and a message will be sent out via the intranet. An SMS will also be sent out, so make sure the school has your mobile number.
- As a parent, do not try to get to the school or call as it may hinder the school's work with the authorities.
- As a parent, do not start posting about the incident on social media, as this can spread false information and create panic.
- The children will be instructed not to use their mobile phones during a lockdown, so as a parent you should not get nervous if your child does not answer his mobile.
- As a parent, you will be contacted about where there is a assembly place. There will also be representatives from the community and the authorities who can inform you. The children will be transported here until as soon as the lockdown is lifted.
- It will be possible to receive the Alma book and a book with Q&A, which you can use to talk to your child about lockdown. It will be available in both Danish and English.



Lockdowns



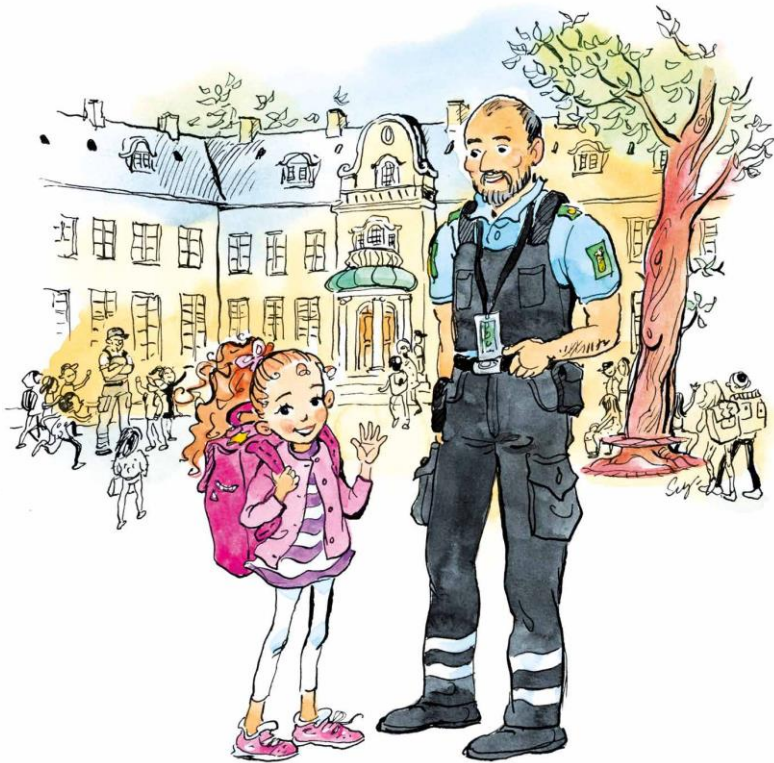
To be prepared for an lockdown situation, schools should train their staff, students and families, as appropriate, in what to expect and how to react. If students are involved, to select the appropriate exercise the school should consider the ages of the students.



Most schools practice evacuation drills for fires and other protective measures for emergency situations, but far fewer schools practice for Lockdown situations.

- How to initiate a lockdown (how is it communicated)
- How to lock all exterior doors, and when it may or may not be safe to do so.
- How particular classroom and building characteristics impact possible lockdown courses of action.
- How to locate and move students who are not with a teacher or staff member.
- When to use the different variations of a lockdowns.
- How and who will end the lockdown.

Hi!



My name is Alma.

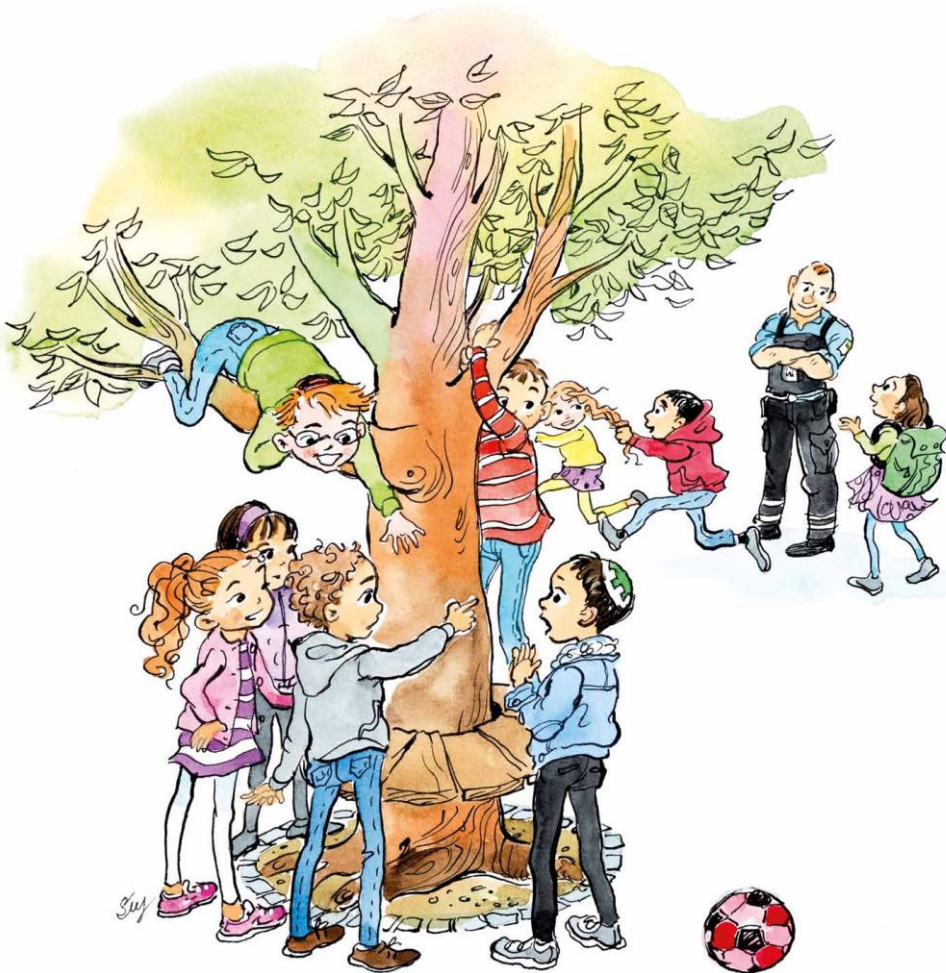
***This is my school and my friend Michael.
He's a police officer.***

***I would like to tell you about the day
when we had a "lockdown drill" at my
school, together with the police officers
Michael and Henry.***

***A lockdown drill is like a fire drill but the
other way around! Instead of going out
together, we practice on how to keep
ourselves safe inside our classroom.***

***By practicing, we help to make the school
a safer place, where we can learn, play
and do all the things we love.***

Why are they here?



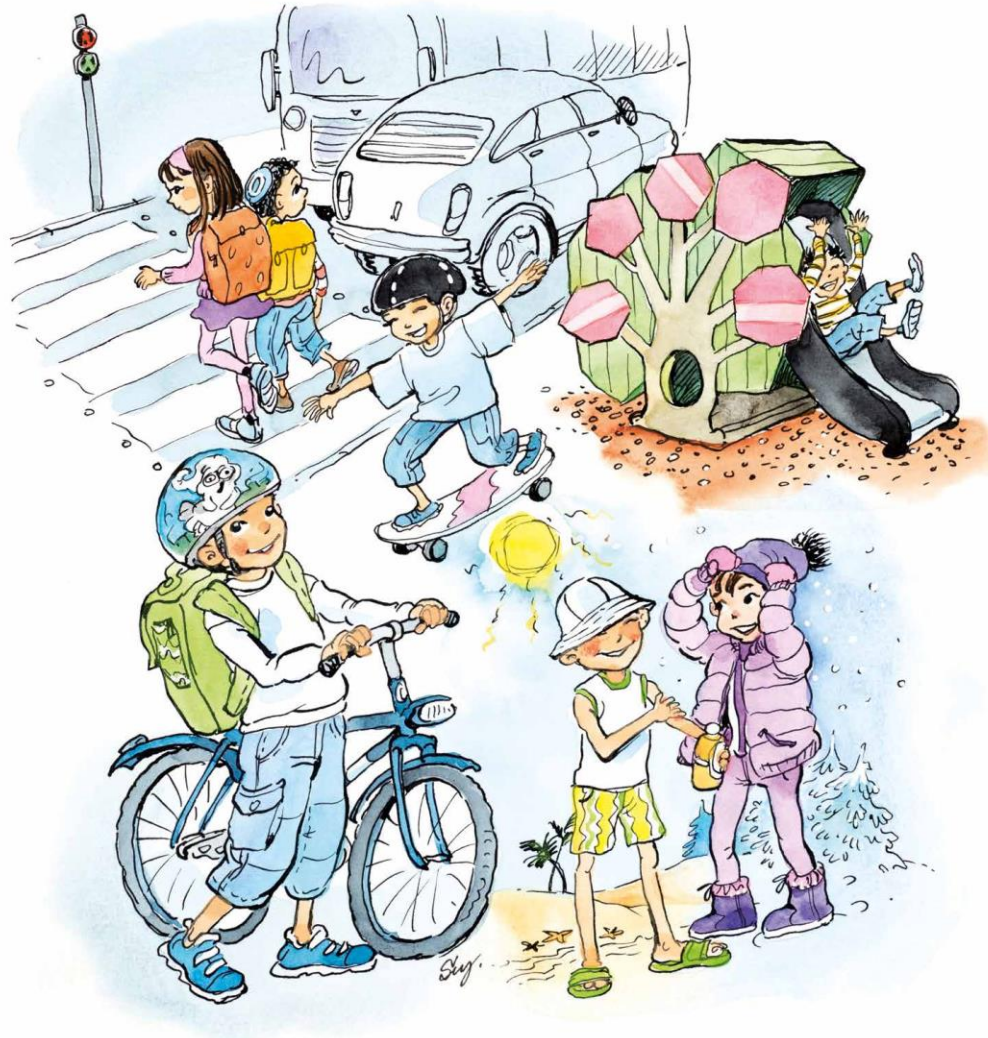
I do not know what it's like at your school, but in mine, we have both security guards and parents who help them. And sometimes we even have police officers who come to visit.

They are here to make sure nothing happens to us, so we can be safe at school.

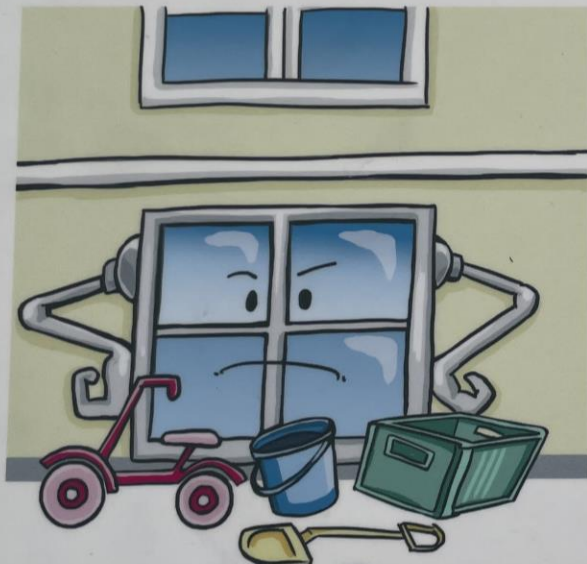
The adults teach us rules so we can learn to take care of ourselves and not worry.

When the police visit us at school it makes me feel safe because they are looking after us.

Things we do to make ud feel safe



Security is a fellow responsibility



X



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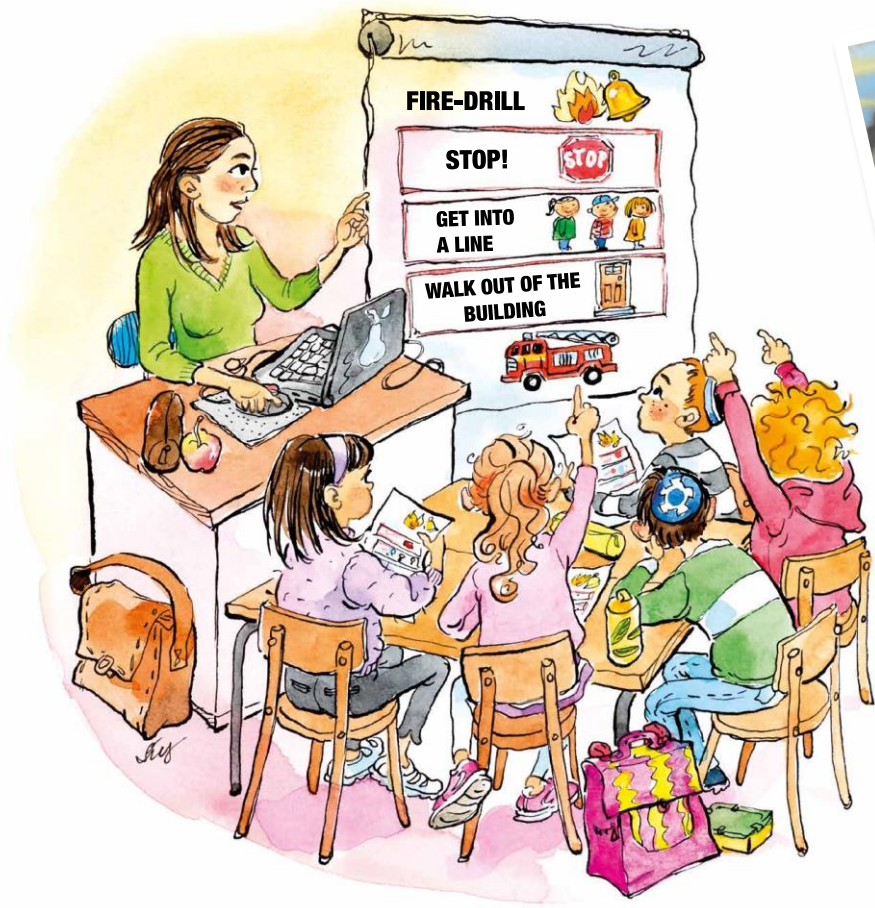
This is my classroom



The "Mazel Dubbie"



The Fire Drill & Evacuations



Alma Action Cards

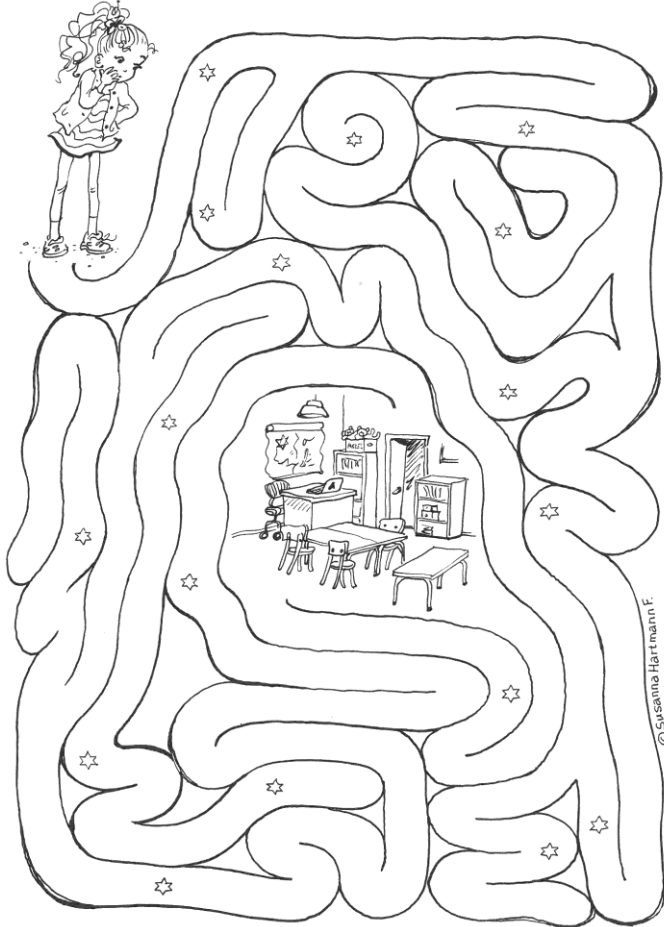


Activity Book

Assignment 2: The Maze

Help Alma to find the way to her classroom through the maze! First point with your finger, then draw the route with pencil! Count how many stars Alma finds on the way.

Alma found stars!



Assignment 5: Word Search

Help Alma and Henry to find the words!

Draw a circle around the word after you find it with your pencil.

Look horizontally and vertically after these words:



Blue
Signal
Lock
Hide
Blinds
Listen to



Secret
Doorstop
Lamp
Teacher
Teddy
Be quiet

A	S	I	G	N	A	L	A	L	N	B
K	E	D	I	H	C	O	M	I	S	E
B	I	V	A	L	S	C	L	S	L	Q
L	J	Q	D	E	C	K	A	T	F	U
U	B	L	I	N	D	S	N	E	O	I
E	T	I	B	R	D	A	O	N	U	E
L	A	M	P	D	X	I	P	T	R	T
R	E	P	P	O	T	S	R	O	O	D
G	H	Q	S	E	C	R	E	T	E	V
T	E	D	D	Y	E	A	C	O	E	R
C	S	G	E	T	E	A	C	H	E	R

Lockdowns



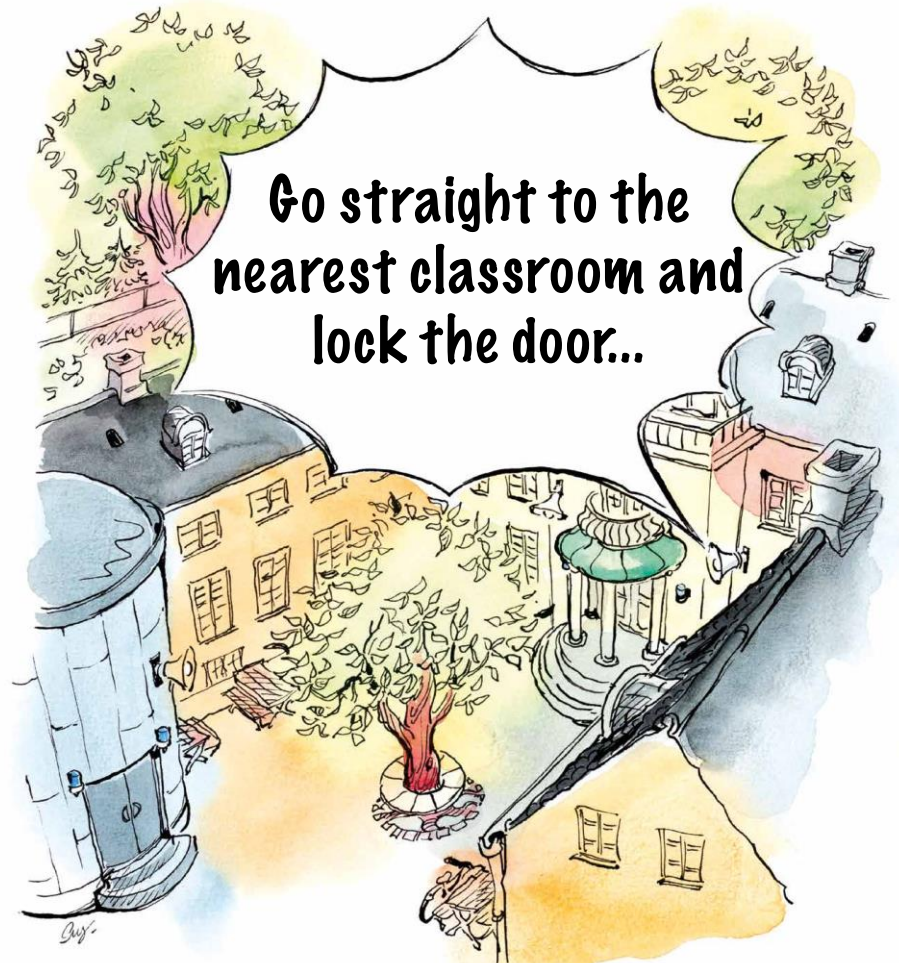
Initiating Lockdown

**Tuut-tuut
tuut-tuut...**

**Lockdown, in your
classrooms
immediately...**



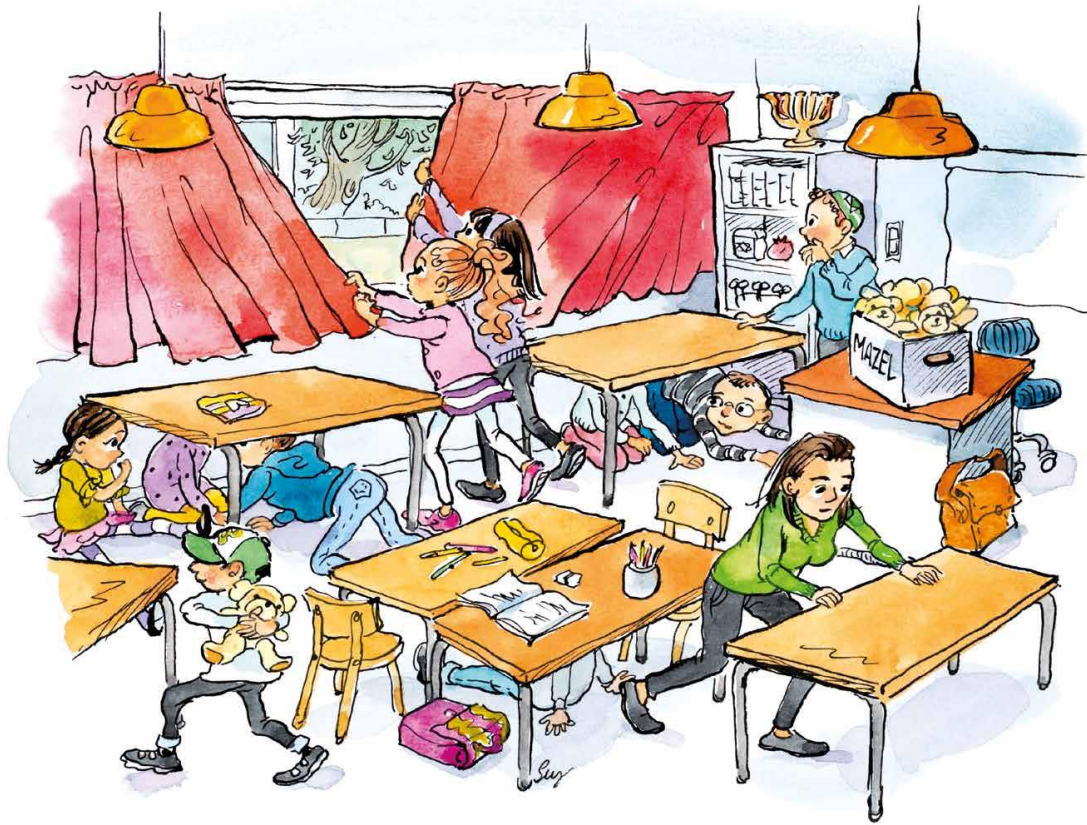
**Go straight to the
nearest classroom and
lock the door...**



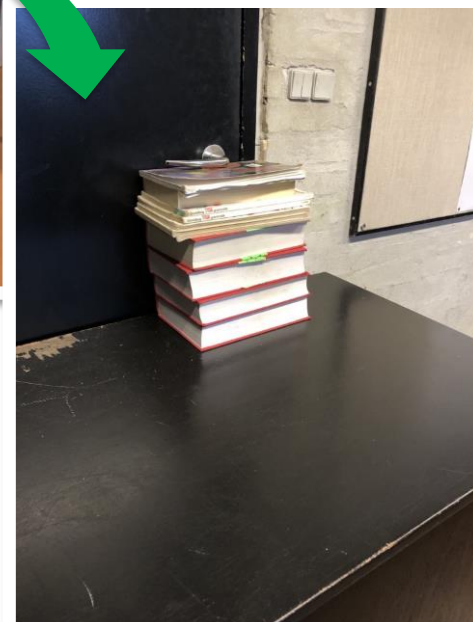
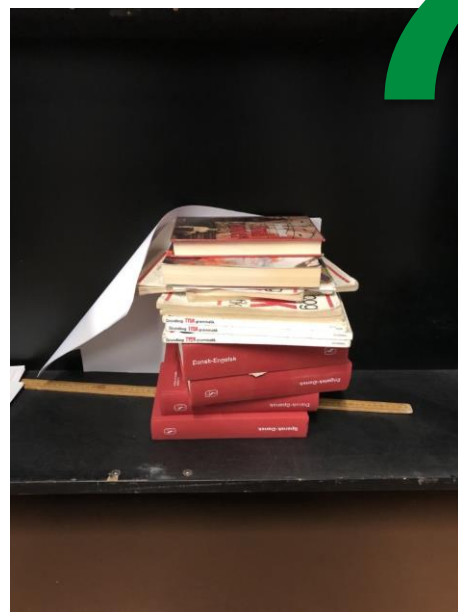
Signal



It takes us all



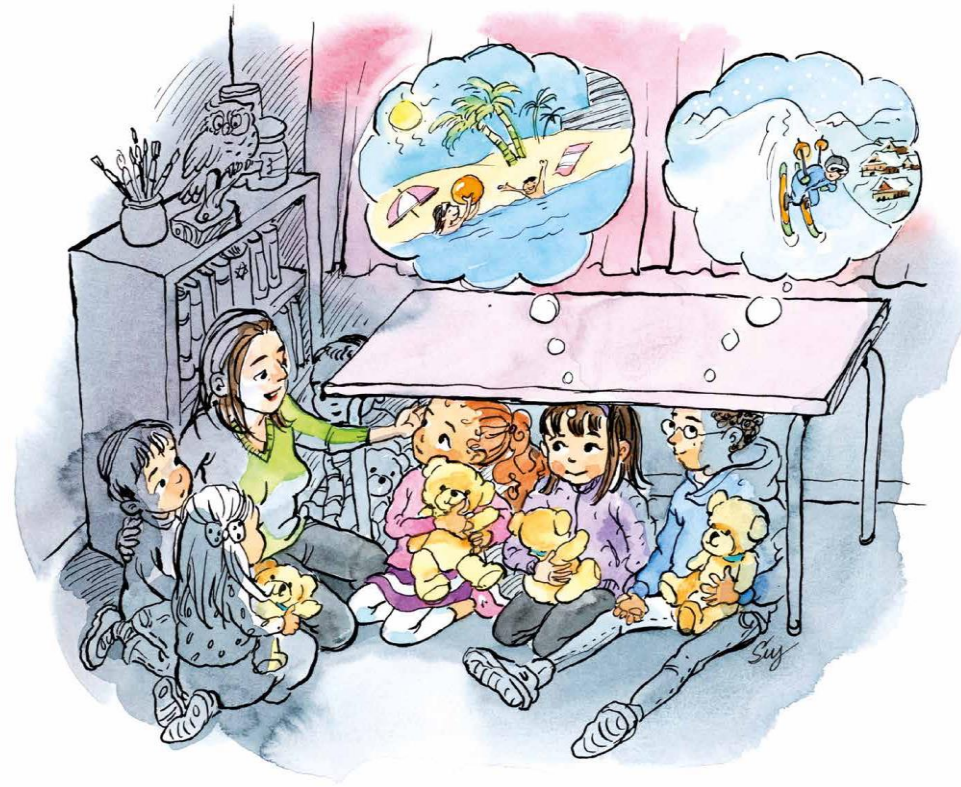
Lockdown



Lockdown 2.0



"I am here and everything
will be fine"



Go and find the best hiding place...

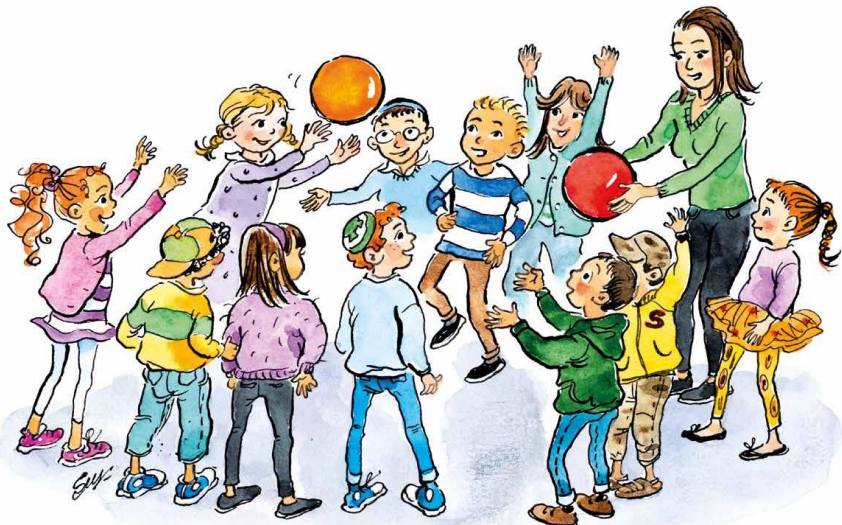


Plans should address what staff/students should do if they are not in the classrooms and a lockdown is called.



Procedures must address where staff and students outside the school should go in the event of a lockdown.

When the drill is over



Fun Team Building Games For Children

Games are fun. One of the most effective ways to teach the students something is through play. There are lots of fun games that children can play to enhance teamwork. Here are some suggestions:

Just Listen

Just Listen is an activity that encourages children to listen without interrupting or judging. This game is best played indoors.

How it helps:

Encourages listening, comprehending, and accepting another person's view.

Materials:

- Index cards with different topics
- Space to sit

Time required: 30 minutes

Instructions:

- Divide the children into teams of two.
- One child has to pick a topic blindly and talk about it for two minutes.
- The other child will have to listen and recap what his partner has said at the end. There is no debate, agreement, or criticism in the recap.
- They switch roles and repeat the process.

Tips to the facilitator:

Pick topics that the children can relate to and talk about without difficulty.



Picture Pieces

Picture Pieces combines the fun of drawing and working together as a team. This game is best played indoors.

How it helps:

Teaches children how 'departmental working' and how important teamwork is to achieve the desired result.

Materials:

- A popular cartoon strip or an image that the children can reproduce on paper. The complexity of the diagram should depend on the age-group of the children.
- Pencils
- Paper



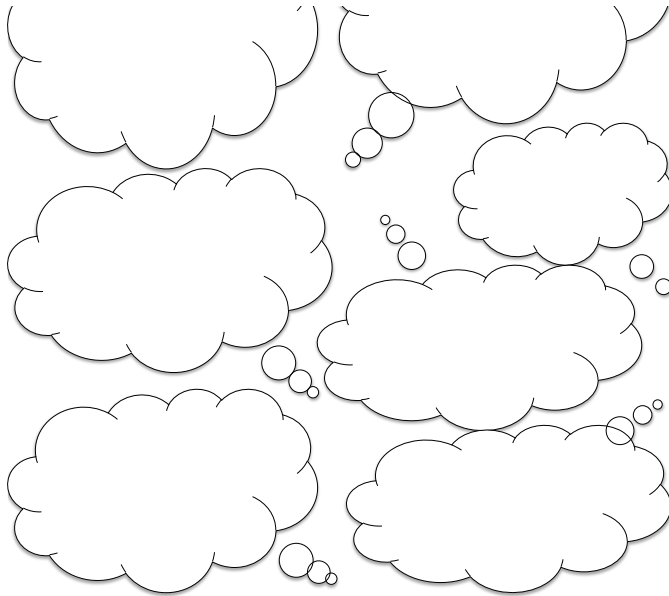
Reflections

Assignment 8: Reflection – Question and Answers

Directions

Name _____

1. We know you may have questions about a lockdown drill?
Write your questions in the thought bubbles below.



Assignment 9: Reflection – Write it out

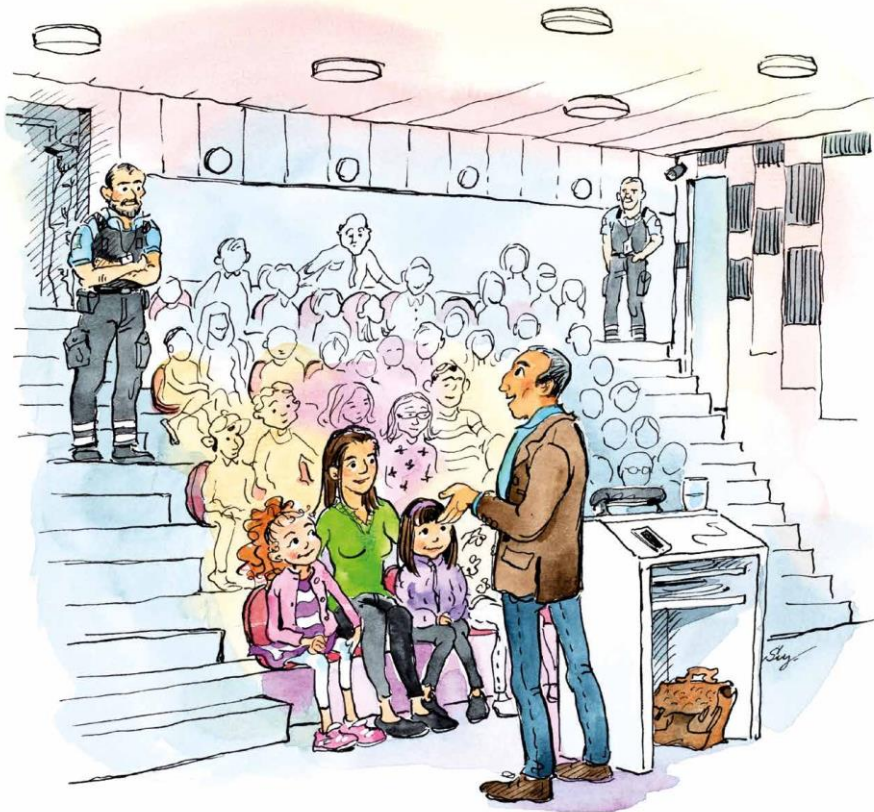
1. What went through your mind when you did the lockdown drill?

2. What was the best part? What was the worst part of the lockdown drill?

3. What advice would you give a student at another school who was about to do their first lockdown drill?

4. Is there anything else you can tell your teachers about when you did the lockdown?


YOU WERE GREAT!



DIPLOMA

THIS CERTIFICATE IS PRESENTED TO

YOU DID A FANTASTIC JOB TODAY AND WE ARE VERY PROUD OF YOU.
WE ARE ALL HERE TOGETHER TO KEEP EACH OTHER SAFE.
WHEN WE PRACTICE WE ARE WELL PREPARED AND TRUST THAT WE KNOW WHAT TO DO.
AND YOU DO!

DATE  SIGNATURE

As a Parent



- Learn the school's emergency procedures
- Know travel routes to and from the school
- Know and follow school security and safety measures
- Talk with your child about safety
- Inform the school about health and emotional concerns
- **Get involved!!**

How to talk to your child about security and lockdown drills

- Stay calm
- Be open to questions
- Use comparison
- Helping them to understand the threat
- Encourage Your Child to Be a Helper

Coming Soon

School Security Guide



How to talk about security with your child



Take Away -Start Up



Create a SASIS Team

C
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Alma & Security starts here

Plan

Get organized and plan on how you will handle a security event if one should occur.
Annual risk assessment.

Teachers

Integrate the security policies, procedures and awareness to the staff.

Alma

Introduce Alma to the students.

Drill

Practise your plans with training and drills. Make sure everyone knows their roles and responsibilities.

Reach out and develop relationships with your local police. This can help to speed up the response if something happens.

A Simple Year Plan



BACK
— TO —
School



Make an annual plan for the SASIS team, staff and students:

- **May** – SASIS team plot the “security calender” for the next school year.
- **August** - When the staff meet up after the summer break before the students arrive – a refresh is made to the plans and a presentation for the school year.
- **September** - Within the first two weeks of the semester a Fire/Lockdown drill is held
- **In the winter** - a Crisis Exercise is held for the Crisis Group.
- **October** – First Aid
- **January** – Annual Audit
- **April** - another Fire/Lockdown drill is conducted (if possible with the authorities).

Festsal bag ved depot



14-02-2015 21:24:29

Questions & Reflections



Thank You

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Extra – Sample Crisis Exercise



Exercise – What to do



- Before
- During
- After

Exercise - What do you do?



- **Divide into three groups:**
 - **Two people that are on the trip**
 - **The rest of the teachers are in the school**
 - **Administration and management of the school**
- **Cooperation with the community**

The first orientation meeting

The first orientation/review meeting following an unexpected incident may for instance be structured as follows:

A. State the purpose of the meeting

- *Why are we meeting? What is going on?*

B. 1. The situation/task and its implications (frame the problem)

- What has been done so far?
- Do we have an accurate understanding of what has happened and is happening?
- Our task?
- Focus area(s)?

2. Brief presentation regarding certain previously indicated parameters

- What are the goal(s)?
- How do we gain a firm grasp of the situation?
- Need for resources and response organization?

The first orientation meeting (cont.)



3. Crisis Management Team's and Support Team's organization specified.

- How are we to work?

4. Need for immediate actions and measures to aid subsequent actions

- How do we start in order to solve *the problem*?

5. Directives for work ahead

- Here's how we initiate the CMT's and Support Teams operations (Board, Staff and JC CMT)

6. Other presentations.

7. Time and date of next orientation/review meeting

In the orientation meetings, the emphasis should be on clarifying:



- The situation analysis
- Changes
- Development trends
- Contingency planning
- Resource usage
- Assessments and actions going ahead
- Need for coordination