Safety & Security Awareness for Children in Schools
The First Thing They See...
The Alma Project

"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 principels of security and lockdowns are universal.
Six Core Areas

- Management
- Security Organization
- Physical Security
- Crisis Management
- Security Awareness
- Authorities & Other Partners
The Jewish communities and schools have a morale and legal responsibly 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 act of violence as school shooting or terrorism.
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

Physical & Technological Security

The Human Resource

The Procedures & Security Programs
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

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

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

- 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.

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Probability</th>
<th>Magnitude</th>
<th>Warning</th>
<th>Duration</th>
<th>Risk Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire</td>
<td>1. Unlikely</td>
<td>1. Negligible</td>
<td>1. 24 hours +</td>
<td>1. – 3 hours</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>2. Possible</td>
<td>2. Limited</td>
<td>2. 4-12 hours</td>
<td>2. 3-6 hours</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>3. Likely</td>
<td>3. Critical</td>
<td>3. 6-12 hours</td>
<td>3. 6-12 hours</td>
<td>Medium</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hazard Spill outside school</th>
<th>Probability</th>
<th>Magnitude</th>
<th>Warning</th>
<th>Duration</th>
<th>Risk Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Unlikely</td>
<td>1. Negligible</td>
<td>1. 24 hours +</td>
<td>1. – 3 hours</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>2. Possible</td>
<td>2. Limited</td>
<td>2. 4-12 hours</td>
<td>2. 3-6 hours</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>3. Likely</td>
<td>3. Critical</td>
<td>3. 6-12 hours</td>
<td>3. 6-12 hours</td>
<td>Medium</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attack</th>
<th>Probability</th>
<th>Magnitude</th>
<th>Warning</th>
<th>Duration</th>
<th>Risk Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Unlikely</td>
<td>1. Negligible</td>
<td>1. 24 hours +</td>
<td>1. – 3 hours</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>2. Possible</td>
<td>2. Limited</td>
<td>2. 4-12 hours</td>
<td>2. 3-6 hours</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>3. Likely</td>
<td>3. Critical</td>
<td>3. 6-12 hours</td>
<td>3. 6-12 hours</td>
<td>Medium</td>
</tr>
</tbody>
</table>
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

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

Emergency

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

Jewish Community
Outside Perimiter
Property Perimiter
Building Perimiter
Classroom Perimiter
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

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 2**
Inform teachers & staff

**Step 3**
Inform parents & guardians

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

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

**Step 7**
The Drill

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

**Step 8**
Debriefing

**Step 9**
Evaluation & Summary

**Step 10**
Information parents & guardians
Kære forældre,

Vi skriver til jer, for at informere jer om, at der den 1. februar, om formiddagen, tlf. 8.00-16.00 ved vores adresse på Carolineknudsen, vil være afholdt et 3-dages event uanset ordrer og en lockdownudvikling. 

Vi gik i gang med at forberede øvelsen og kommunikationen i begyndelsen af januar, og det er derfor forklaringen, at ordet "lockdown" måde kan give anledning til at komme i lige rækkevidde og i rækkevidde mellem de forskellige områder. Forståelse for "lockdown" er ikke noget nyt for Carolineknudsen, men måske for nogen af jer.

På baggrund af dette forelagt i drøftelser med vores Q&A, der forklarer hvad lockdown betyder, og hvad vores procedure er i forbindelse med skolen.

Forud for øvelsen gennemgår vi procedurene med personnel på skolen, i børnehaven, vuggestuen og SFO’en. Personale vil have tid til at snakke med børnene, i henhold til de aldre, omkring nødproceduren omkring brand og lockdown. De vil forklare, hvorfra det er vigtigt at vide hvad man skal gøre. De vil være sammen med børnene under- og efter øvelsen. De vil afskræmme og undertegne og sikre de sikre. De vil forklare, at når vi er i en situation, får vi skolen til et sikret sted, hvor børnene kan fokusere på at lære og udvikle sig.


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

Vi understreger overfor børnene og jer, at det kun er en øvelse, så de er trygge ved, at der ikke noget på skolen en dag, så er børnene og personnel forberedte.

Vi har ansvaret for sikkerheden for børnene og personnel, så længe de er under skolens ansvar.

Vi håber at kendskabet til vores proceduren har en beroende effekt, men løn evendis ikke med at stille spørgsmål til Ug eller til Benjamin og Johan direkte.

De bedste hilsner
Johan, Benjamin og Uli

---

**What is a lockdown and when will we use it?**

Hvad er en "lockdown" og i hvilke situationer bruger vi den?

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

Vores lockdown procedure vil blive taget i brug, når der er en trussel mod børnernes og personalets sikkerhed, hvor det er sikker for dem at blive inden for bygningerne for at evaluere dem ud af bygningerne. Målet er at holde folk sikre ved at aldrig døres bevægelsesfrihed.

Situatioen hvor en lockdown fælles kan komme på tale:

- 1. En potentielt farlig person udenfor skolen.
- 2. Situatioen i et område, der kan have påvirket på skolen fælles. En demonstrerende aktion.
- 3. Et kemisk uheld i nærheden eller andre former for luftforurening.
- 4. En terrorbehandling.

**The procedure**

Lockdown procedureen er følgende:

- De blå lampen på skolen vil blinke, og der vil komme en talebesked på skolens højtalere system. Der vil være et specifikt alarmsignal, der indikerer at der er en lockdown, og en tale besked på både dansk og engelsk vil foretage, hvordan børnene skal forholde sig.
- Personale og eleverne vil med det samme bevege sig til de nærmeste tæt på 1. område og i en safe room.
- Afhængigt af situatioen kan Sikkerheden vælge at flytte eleverne til en 2. område.
- Hver enkelt lærer udfører en optælling og registrering af eleverne, og informere Sikkerheden.
- Sikkerheden Åbnere telefonlinje direkte til øvelsen politigård, og sikre sig at alle elever er sikre, og tilf. at de værktøjer er lukket og gardiner hænges.
- Der kan være forskellig på, om der bliver gennemført en fuld eller delvis lockdown. Fælles, der er det kun nødvendigt at børnene og personale bliver indenfor i forbindelse med en luftforurening, mens det ikke er nødvendigt at børnene og personale bliver samlet i unveilrummen.

Et ansvar givet, at vi kan føle os veilere.

- Der vil som forældre blive informeret om, at der er en lockdown, så skolen vil have hjemmeide og der vil blive sendt et messe distancer, der vil også sendt en sms ud, sejre for derfor at skolen har dit ansvar.
- Hver forælder er nødt til at lægge op til, at der ikke kommer tilbage, når der er en lockdown, så det kan hindre skolens arbejde med myndighederne.
- Der skal forældre blive instrueret, at de skal bruge deres mobiltelefoner under en lockdown, så det skal forældre vare deres numre på sin mobil.
- Der skal forældre blive instrueret, at de skal være med i skolen, når der er en lockdown, så de kan informere dig. Børnene vil blive fragtet hertil til at snart lockdown er ophævet.

---

**Alma har Lockdownøvelse**


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

Vi understreger overfor børnene og jer, at det kun er en øvelse, så de er trygge ved, at der ikke noget på skolen en dag, så er børnene og personnel forberedte.

Vi har ansvaret for sikkerheden for børnene og personnel, så længe de er under skolens ansvar.

Vi håber at kendskabet til vores proceduren har en beroende effekt, men løn evendis ikke med at stille spørgsmål til Ug eller til Benjamin og Johan direkte.

De bedste hilsner
Johan, Benjamin og Uli
• 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 an 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.
“Wait, Do NOT open the door! He didn’t say the correct password...”
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 lockdown.
- 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.
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 you feel safe
Security if a fellow responsibility
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

---

---
Lockdowns
Initiating Lockdown

Tuut-toot tuut-toot...

Lockdown, in your classrooms immediately...

Go straight to the nearest classroom and lock the door...
It takes us all
Lockdown
Lockdown 2.0
"I am here and everything will be fine"
Go and find the best hiding place...

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

Plans should address what staff/students should do if they are not in the classrooms and a lockdown is called.
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!
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 comparsion
- 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
Reach out and develop relationships with your local police. This can help to speed up the response if something happens.

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

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

Introduce Alma to the students.

Practise your plans with training and drills. Make sure everyone knows their roles and responsibilities.
A Simple Year Plan

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

- **May** – SASIS team plot the "security calendar" 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).
Contact details:

Johan

jt@mosaiske.dk

Uri

uk@carolineskolen.dk

Alma Support

Alma@mosaiske.dk

Illustrator Susanna Hartmann-Fischermann

Susanna Hartmann@yahoo.com
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/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?
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