

School Safety, Security, and Management

Section I: INTRODUCTION

VISION

Our vision is to be a globally renowned academia fostering excellence in future – ready robust pedagogy and profound learning environment to disseminate values of academics freedom and the spirit of collaboration and innovation. To develop an ethos of entrepreneurship and build ethical future enterprise leaders who add value to society, spearhead in nation building.

MISSION

Our mission is to impart quality value based education of international standard and focus on holistic development of the students imbibing skills for solving real life problems. Along with our clean and green campus – our infrastructure offers homey stay, hygienic food. It's our priority to engage all our staff from ground level to top management as a family to ensure that all students make a smooth transition to our institution and do not feel alone.

OBJECTIVES

1. **Promotion of value education and community service** : to impart values such as resilience, determination, confidence, and creative & critical thinking, to develop good social skills and the ability to form good relationships, to promote participation in community life and fulfilment of civic and social responsibility.
2. **Instilling cultural, linguistic diversity and heritage** : to instil the importance of inclusion within society of different groups and persons with different personal characteristics, the diversity of society, cultural knowledge, various languages, India's cultural values, history and its rich heritage, yoga, Ayurveda and holistic living, to implant cross cultural dexterity.
3. **Cognitive Acceleration Program** : To encourage schema (class preparedness), cognitive conflicts (make the children face challenges and to solve problems in

collaboration), social learning, meta cognition (knowing about knowing), bridging (transferability of knowledge), teacher mediation to master learning.

4. **Internationalism and Entrepreneurship:** To promote global citizenship, globalization and sustainable future, physical & psychological health, inter personal skills to enhance employability skills.
5. **Nurturing Leaders:** To instil leadership qualities, to foster the physical, intellectual, technological, social, emotional, and artistic development of the students, develop self-discipline and personal responsibility, to promote creativity, effective communication, and critical thinking skills, to have a strong student leadership program with active involvement of students of all age groups.
6. **Multi literacy:** To develop the ability to interpret, identify, create and communicate meaning across a variety of visual, oral, musical and alphabetical forms of communication.
7. **Curriculum and learning atmosphere :** To build a curriculum leading to experiential learning and to have multiple curricula, to provide clear learning outcome, detailed instructions and assessment for all courses to ensure course mastery, student success, to offer a dynamic, interactive educational environment that engages students in the learning process, to promote inter-disciplinary learning, to review and update curriculum, instruction, and assessment in a regular cycle.
8. **Assessment practices:** To support every child's individual strength, Self-assessment, Peer assessment, learning how to give feedback.
9. **Teach less and learn more strategy:** To reduce lecturing from podium, to increase quality of education not quantity.
10. **Technology and digitalization:** To use technology to create effective modes and means of instruction and expand access to learning, to educate the students in futuristic technologies, to have robust digital infrastructure.

11. **Safe campus:** To be a residential school of international standard providing safety and security, in a healthy and hygienic atmosphere.
12. **Community partnership:** Cultivating the educational partnership among home, school, and community, nurturing a culture of collaboration, collegiality, and mutual respect
13. **Professional Development:** Implementing professional development for the staff that is essential for effective instruction and improved student learning.

14. CORE VALUES (SPIRIT OF PSSEMRS)

1. **Metacognition** –
 - a) Knowing about knowing
 - b) Learn until perfection is achieved.
2. **Growth mindset**
 - a) Understand that we are continually learning
 - b) Helping each other learn and succeed
 - c) Healthy competition.
3. **Pursuit of excellence**
 - a) Resilience in every action
 - b) Greatest involvement to pioneer
 - c) Act with responsibility and compassion
4. **Uncompromising integrity**
 - a) Act with fairness
 - b) Maintain transparency
 - c) Unyielding integrity

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PREFACE

Issues of school/college safety are no longer limited to the traditional fire drills, earthquake drills, or other similar natural disaster drills. The impact of societal dysfunction has created a need for additional safety and security procedures that are associated more closely with tactics designed to deal

with global terrorism. In light of recent events nationally, there is cause to examine and heighten school/college security where needed.

Regardless of the causes, the fact remains that administrators, school board, teachers, staff, parents and students are going to be faced with increasingly complex ethical issues and problems related to school safety and security. The reality is one that if you wait for the problems to present themselves at the campus house doors, communities become reactive as opposed to proactive. In response, the focus of this document is to summarize implications, guidelines, and specific procedures for staff and students throughout the campus.

Program Objectives

School safety, security, and management combined with emergency/crisis preparedness establish accepted procedures and guidelines designed to protect personnel, property (physical and intellectual) and intangible assets, such as a school's reputation, from damage or destruction and to help the school/college recover quickly when an emergency/crisis does occur. The PSSEMR School and College endeavor through the Safety and Loss Control program, policy development, staff training, collaboration with law enforcement and emergency personnel and other proactive measures to develop and maintain an effective management plan for the safety, security, and management of the campus. Program objectives are realized through four phases:

Prevention, Detection, Response, and Recovery

Prevention

Some emergencies can be prevented. PSSEMR School and College has installed CCTV cameras, locked all doors during the school day and implemented a visitor sign in as steps to prevent outside emergencies. Inside the school/college safety officer, security officer, positive behaviour support, clearly defined behaviour expectations, and continually developed staff, student relationship, are positive prevention steps to curb emergencies originating from inside the campus. Counselling a depressed student can prevent a suicide. Identifying a threatening child early on can prevent violence.

Detection

Many types of emergencies can be detected through early warning signs. A cyclone warning system or a flash flood advisory program can signal impending hazardous weather. A metal detector can indicate that a weapon has been brought into the building. A panic alarm can alert a senior official about an emergency situation with a student. Response whether Pandemic Flu has affected the school, a fist fight has developed, or an unauthorized and threatening person has entered the school, some actions can be taken immediately to minimize the damage. PSSEMR School & College has developed a flip chart as a quick reference for emergency procedures to insure adequate, timely response to emergencies. All staff should be familiar with the chart, and it be kept in a place for quick reference.

Recovery

A school can recover more completely when it has planned for a disaster in advance. Ensuring electronic files are backed up daily and that backups are kept off site can ensure a seamless restoration of computer files after a catastrophe. Creating a communications plan can return the school to normal operations quickly. Having a succession plan that determines who takes a leadership role when the primary administrator is unavailable can reduce confusion during traumatic times. Depending on the disaster, recovery measures can also include taking photographs of a disaster scene for insurance

purposes, calling in professionals to deal with the aftermath, or providing counselling to students, employees, and contractors traumatized by a disaster. Some security planners consider mitigation of the damaging effects of an emergency to be a fifth phase. While an essential part of security planning, mitigation is actually a component of other phases. It is accomplished through early detection, a quick and effective response, and an efficient plan for recovering from the emergency.

A. Prevention--What can you/we do -

The top five effective measures taken by school/college include:

- a) Implementation of a clear, concise code of behaviour conduct;
- b) Consistent support of administrators;
- c) Consistent enforcement of board policy concerning student behaviour;
- d) Improved incident reporting;
- e) Improved reporting and tracking of all incidents.

The top five education programs viewed as effective include:

- a) Preschool and elementary intervention programs;
- b) Increased extracurricular programs;
- c) Increased counselling and intervention services;
- d) Peer mediation programs; and, alternative education programs.

The top five in-service programs for controlling the level of school violence include:

- a) Drug awareness training;
- b) Classroom management for teachers;
- c) Dealing with disruptive students - how to;
- d) Understanding learning styles;
- e) Understanding child abuse issues.

Specific measures taken by school boards: range from the traditional measures (handbooks and polices) to specific measure that include locker searches, use of metal detectors, security personnel, increased police involvement, and phone and alarms in classrooms.

B. Prevention--Essential Elements Found in Schools That Are Considered Safe

The answer to this question is based on the uniqueness of each school and corresponding needs and problems.

Eight guidelines for administrators, teachers and communities.

1. High Expectations: standards that lend themselves to all areas of the school community—academics, classroom behaviour, interactions with students and staff, facility use and treatments, etc.
2. Rules: a student handbook that clearly defines expectations for behaviour backed by administrators who respond to violations swiftly and fairly—no exceptions.
3. Parental involvement: a belief that parents are an integral part of school safety. This is accomplished through strong parent organizations where parents are responsible for not only what happens at school but at home, too.
4. The Teacher's Role: Teachers have clear directions in terms of their responsibility with school/college safety (i.e., being in the halls during passing periods) and a realization that teachers must know and care about each student.
5. The Administrator's Role: developed leadership that is visible and built upon an established rapport with the entire school/college community. Leadership in the day-to-day elements (discipline, school decisions) is handled in an efficient and timely manner.
6. Staying One Step Ahead: keeping abreast of issues at all levels—local, state, and national. Complacency is unacceptable in contrast to proactive measures.
7. School Activities: provide positive learning experiences for students and the school/college should offer a variety of activities and programs—the more the better.
8. Community Influences: staying current with community influences/dynamics allows for issue identification. School/college should be viewed, as a subset of the community and the norms within a community, positive or negative, will impact the school/college. In review, one can begin to grasp an idea as to the complexity and importance of school/college safety and security. Primary to our approach to school/college safety and security is the understanding that measures taken must be proactive versus reactive. Further, measures need to be based on what works.

C. A GUIDE TO SAFE SCHOOLS--“What to Look for” in STUDENTS

1. Early Warning Signs: None of the signs listed below is sufficient for predicting aggression and violence and are presented as a means for identifying and referring students who may need help.
 - a) Social withdrawal—Gradual or complete withdrawal from social contacts can be an important indicator of a troubled student. Withdrawal stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
 - b) Excessive feelings of isolation and being alone—Research has shown that the majority of students who are isolated and appear to be friendless are not violent. However, there are exceptions.
 - c) Excessive feelings of rejection—In the process of growing up, many young people experience emotionally painful rejection. Their response to this may include seeking out aggressive friends who in turn reinforce their already violent tendencies. Response varies according to the many background factors of the student.

- d) Being a victim of violence—Victims/children of abuse (physical or sexual) are at risk of becoming violent toward themselves or others.
- e) Feeling of being picked on and persecuted—Youth who feel constantly picked on, teased, bullied, singled out, et cetera, may initially withdraw socially from school. If not addressed, some children will lean towards aggression/violence.
- f) Low school interest and poor academic performance—Low performance can result from many factors and it is more a matter of identifying the causes for drastic changes in performance.
- g) Expression of violence in writings and drawings—Youth often express themselves in this manner. However, overrepresentation of violence that is directed at specific individuals consistently over time may signal emotional problems and a potential for violence.
- h) Uncontrolled anger—Anger is natural, however, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behaviour towards self or others.
- i) Patterns of impulsive and chronic hitting, intimidating, and bullying behaviours—Students often engage in behaviour of this nature. If left unattended, it may escalate into more serious behaviours.
- j) History of discipline problems—chronic behavioural problems suggest that underlying emotional needs are not being met. Unmet needs may be manifested in acting out and aggressive behaviours.
- k) Past history of violent and aggressive behaviour—Unless provided with counselling, youth with a history are likely to repeat behaviours. Aggressive and violent acts may be directed towards others, animals, and self. Students with a history should be monitored.
- l) Intolerance for differences and prejudicial attitudes—Students who harbour intense prejudice towards others based on racial, ethnic, religious, language, gender, sexual orientation, ability, or physical appearance—when coupled with other factors—may lead to assaults toward others.
- m) Drug use and alcohol use—Apart from being unhealthy, use reduces self-control and exposes students to violence, either as perpetrators or as victims.
- n) Affiliation with gangs—Gangs that support anti-social values and behaviours may cause fear/stress among students or may influence other students to copy or emulate their behaviour. In either case, zero tolerance for gang related behaviour should be the practice for schools.
- o) Inappropriate access to, possession of, and use of firearms—This is not one the school can monitor and is a matter for parents. Parents control access to firearms.
- p) Serious threats of violence—Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self is a detailed and specific threat to use violence. All threats should be taken seriously. Imminent Warning Signs Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that may be dangerous to self or others. An immediate response is required. Imminent signs may include:
 - Serious physical fighting with peers or family members
 - Severe destruction of property
 - Severe rage for seemingly minor reasons
 - Detailed threats of lethal violence
 - Possession and/or use of firearms or other weapons

- Other self-injurious behaviours or threats of suicide

In all cases, the office and parents need to be notified for possible referral/intervention.

Safe School – Usually observed traits

1. Incidents of targeted violence at school are rarely sudden, impulsive acts
2. Prior to most incidents, other people do know about the attacker's idea and/or plan to attack.
3. Most attackers do not threaten their targets directly prior to advancing the attack.
4. There is no accurate or useful "profile" of students who engage in targeted school violence.
5. Most attackers engaged in some behaviour, prior to the incident that cause concern or indicate a need for help.
6. Most attackers are known to have difficulty coping with significant losses or personal failures.
7. Many attackers feel bullied, persecuted, or injured by others prior to attack.
8. Most attackers have access to and have used weapons prior to attack.
9. In many cases, other students are involved in some capacity.

The Targeted Violence Process

1. Ideation - process of forming and relating ideas about doing someone harm.
2. Planning - process of thinking about the activities required to do someone harm and to what degree the target will be impacted.
3. Preparation - process in which an individual gathers information and materials to achieve whatever the specific objective of harm may be.
4. Implementation - execution of the threat to do harm.

Types of Threats

1. Direct Threat – identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner.
2. Indirect Threat – tends to be vague, unclear, and ambiguous. The plan, the intended victim, the motivation, and other aspects of the threat are masked or unequivocal.
3. Veiled Threat – one that strongly implies but does not explicitly threaten violence.
4. Conditional Threat – the type that is most often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met.

D. BUILDING SECURITY—GENERAL PREVENTATIVE GUIDELINES

1. Direct supervision is required during all school activities.
2. Classroom doors should be kept locked during non-use hours to keep intruders out. Locked doors should be able to be opened from the inside.
3. Classroom door locks should be locked at all times. The door can remain open, but keep the mechanism locked for quick response to security requests to lock down.
4. No visitor shall be allowed beyond the front office unless authorized to do so by proper authority. All visitors must sign in and wear badges.
5. Horseplay and fighting is strictly prohibited and persons found fighting shall be subject to discharge or expulsion. Possession of any weapon or the use of any ordinary implement as a weapon shall result in discharge or expulsion in addition to any criminal penalties.
6. Records for all fighting, vandalism and other school-related crime shall be kept. School officials and law enforcement agencies should work together.
7. The campus shall develop an “intruder on premises” emergency plan and hold emergency drills to practice them (lock down, evacuation, etc.). Emergency procedures shall be developed in conjunction with and provided to other departments, which could be impacted (maintenance, transportation, mess service, administration offices, etc.).

E. CLASSROOM RULES-INSTRUCTIONAL STAFF:

SAFETY RULES AND SELF INSPECTION GUIDELINES

1. Never leave students unsupervised. Do not have unsupervised students conduct any activity that is potentially dangerous. Exercise professional judgment when determining risk factors for class activities.
2. Know the location of fire extinguishers, first aid supplies, exits and emergency phone numbers. Know emergency procedures for the building (lock-down, evacuation, communication with the office, and others as determined by your HOD, Vice Principal and Principal).
3. Check to see that all equipment/appliances are “off” before plugging them in. Unplug equipment after using it and pick up extension cords if used. Extension cords may be used temporarily.
4. Learn how to operate all equipment before actual use.
5. Read and observe all warning signs and labels.
6. Do not use chairs, desks, etc. in place of a ladder. Use a step stool or a ladder designed for the job.
7. Practice good housekeeping. Materials should be stored in areas specifically set aside for the purpose of storage. Materials should be neatly stacked or stable so that it will not tip.
8. Maintain control of your class at all times.
9. Follow school/college policies.

Section II:

Detection and Risk Assessment

PREFACE

As noted in Section I, while it is our hope that every student and staff member never has to contend with a life-threatening emergency, this is the process to identify, control, and minimize the impact of uncertain events. In order to ensure the safety and success of school operations, the Safety officer must conduct ongoing risk assessments. The Safety officer conducts a review of facilities on a regular basis for the purpose of personnel and facility safety and security. Wardens, Principals and Supervisors are responsible for daily assessments as part of their normal work routines. All Staff and Students can assist with daily risk assessment – a process to identify, control, and minimize the impact of uncertain events (i.e., reporting of facility problems, student issues, or other areas of potential concern).

Benefits

The primary benefit is one of maximizing the safety and security for students and visitors. The reporting of safety and security issues serves to prevent accidents, unnecessary emergencies, or crisis situations through early detection and response. Finally, it identifies problem areas, providing security officer with the opportunity to consider and implement measures that may require few or no resources.

School/College Safety and Security Assessment

Security assessment is essentially a comprehensive audit of multiple areas for the purpose of identifying emerging or potential safety and security concerns. Key assessment factors include identification of:

- Assets that require protection: student and personnel information, facilities, technology computers, text book and other classroom materials, vehicles, and other tangible and non-tangible assets.
- School Safety Plans: procedures for managing the campus' response to emergencies, disasters, and other potential hazards.
- School/College Policies: the analysis of safety policies, discipline policies, personnel policies (recruitment, hiring, background checks), and related procedures and practices.
- Threat Identification: examination of past incidents including accident reports, building level discipline summary reports, the presence of drugs and alcohol, weapons, bullying, racial and gender harassment, and other internal and external threats.
- Threatened Emergencies: Certain manmade and natural emergencies need to be considered in threat assessment and are as follows –

MAN-MADE EMERGENCIES	NATURAL EMERGENCIES
Accidents Athletic Accidents Building Accidents Chemical Spills Transportation Accidents Trips and Falls Bomb Threats	Animal Attacks Extreme Temperatures Earthquakes Floods Forest Fires Landslides Pandemics

Cyber Crime Fires Fraud Medical Emergencies Riots School/College Violence Bullying Assaults Gangs Homicides Hostage Situations Shootings Weapons Substance Abuse Sexual Predators Suicide Terrorism Utility Failures	Cyclone
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The Top Ten (10)

The PSSEMR School & College Safety Committee identified the following situations as the greatest possible threats or areas of vulnerability requiring well-developed response plans.

1. Active Shooter
2. Medical Emergency
3. Fire/Explosion
4. Bomb Threat
5. Aggressive\Threatening Behaviour
6. Severe Weather
7. Hazardous Chemicals/Substances
8. Transportation Incident/Accident
9. Death or Suicide
10. Missing Person-Abduction/Kidnapping

Threat Assessment Inquiry Eleven Key Questions

1. What are the person's motives and goals?
2. Have there been any communications suggesting ideas or intent to attack?
3. Has there been inappropriate interest in school attacks, terrorism, or weapons?
4. Has the person engage in attack related behaviours?
5. Does the person have the capacity to carry out an attack of targeted violence?
6. Is the person experiencing hopelessness, desperation and/or despair?
7. Does the person have a trusting relationship with at least one responsible adult?
8. Does the person see violence as acceptable-or desirable-or the only way to solve a problem?
9. Is the person's conversation and "story" consistent with his or her actions?
10. Are other people concerned about the person's potential for violence?
11. What circumstances might affect the likelihood of an attack?

DETECTION AND COMMUNICATION

Detection and Communication is critical to responding to any event and may vary due available school/college equipment, school/college layout, student and staff numbers, and other factors. This portion of the plan provides a framework addressing daily school/college safety, security and management of threats.

Detecting Internal Threats

The most likely means through which school/college emergencies will come to the attention of the administration and emergency responders are notifications by alert staff members. Staff members are required to report any actual or potential emergency incidents.

These include, but are not limited to, potential and actual:

- Child abuse incidents
- Electrical emergencies, including outages or exposed wiring
- Demonstrations or disturbances
- Fire, explosions, smoke or burning odours
- Fights
- Fumes
- Hostage situations, Medical emergencies, including possible outbreaks of Pandemic Flu
- A suspicious package that is leaking fluid, has protruding wires, is poorly wrapped, has excessive postage, or seems suspicious in anyway.
- Substance abuse or alcohol abuse by students or staff
- Suspicious persons
- Theft, vandalism, or other crimes in progress.
- Threats of bombs exploding, violence, suicide, and other incidents.
- Water leaks
- Weapons on campus

In crises requiring an immediate emergency response, staff members should intimate Dean and subsequently dial 108/100/101/104/112. Notifications should be made to the safety officer and warden. Staff members should make the notifications without delay. It is better to report an incident that does not materialize into anything serious than to fail to report what becomes a full-blown emergency.

If case of fire, the staff member who first detects the fire should pull the alarm. After an incident, staff members may be required to complete a detailed incident report listing the time the incident began and ended, the date, who was involved, whether weapons were used, what occurred, who witnessed it, how the incident ended, and other information. If an unknown assailant is involved, witnesses may be asked also to describe him or her.

Detecting External Threats

The Safety officer will monitor news and weather radios or the Internet for impending hazardous weather or dangerous situations such as landslides, floods, or elevated terrorist alerts.

School Command Communications

As a general rule, the security officer and the Dean of the School/college will coordinate and be responsible for INITIATING all communications during any site-based event. He/she may direct others to carry out the communication, but responsibility for initiating such communication rests with the security officer and Dean. In his or her absence, the PRINCIPAL will be responsible for

communications. This individual has the responsibility to communicate to several different audiences including:

- All school occupants
- Emergency responders and state and local agencies
- Parents, particularly in the case of injury or death of a student
- The community
- The media

Types of all-school alerts include:

Fire Drills

A fire drill is not an emergency situation per se, but it is an exercise to familiarize occupants with evacuation procedures. Fire drills will be conducted in accordance with local fire codes, but no less than once per term.

Evacuations

Some emergencies require that the building be evacuated as quickly as possible. As soon as the fire alarm is activated, occupants must leave the building by the nearest exit and follow instructions. Members of the School/collegesecurityteam and teachers have special duties during an evacuation.

Reverse Evacuations

Secure-in-Place; Lockdown

Not every emergency in or near the building leads to an order to evacuate. Some emergencies, such as civil disturbances, or individuals with guns in the school may cause the Principal/Dean to ask everyone to remain in the building until the situation improves. Reverse Evacuations include lockdowns, used in the case of a threat inside of the building, and SECURE-inplace, typically used during hazardous weather, or when a threat is outside of the school. These are described below.

LOCKDOWN: A lockdown message notifies the school of an immediate lockdown. Under a lockdown the Security officer locks the main office door, keeps staff in secured areas inside, coordinates with police, and instructs staff and students to follow the lockdown procedures.

Emergency Signal for SECURE-in Place:

SECURE-IN-PLACE: A Secure-in-Place message notifies the school of a secure-in-place order. Movement within the building may be permitted under some circumstances, but building containment will be maintained. Staff may be directed to guard all outside exits to permit internal movement of students. If there are no large group containment issues, it is advisable to give assurances, but keep students in classrooms. Bathroom needs can be attended to, under supervision.

Dismissal

Some weather or emergency situations, including a terrorist incident, may cause management to dismiss students/employees during business hours, telling them that they may leave or stay at their own discretion.

Closure

Sometimes, the building may be closed even before the workday begins. Outbreaks of Pandemic Flu may also require the school to close down operations.

RETURN TO CLASS:

When the danger has been resolved and removed from the vicinity, the school will proceed as scheduled following an “ALL CLEAR MESSAGE” from the security officer/Dean. If it is the end of the day, an announcement about transportation arrangements will be warranted.

CAMPUS SAFETY COMMITTEE (Security Officer, Principal, Dean, Wardens and Outsourced security team)

The campus safety committee, in conjunction with administration, oversees the safety, security, and management planning effort leading to a safe campus. It fulfills the following purposes:

- It gives a specific group of people the responsibility for developing and updating the security plan and for ensuring it is implemented in an organized manner.
- It facilitates and formalizes communication among stakeholders who share a role in safe schools issues and provides a means to solicit diverse viewpoints.
- It serves as a vehicle to field complaints, compliments, and suggestions about security and to collect and analyse intelligence about emerging security threats.
- It demonstrates to students, staff, and parents the administration’s commitment to ensuring a safe school/college and its diligence in addressing security issues.
- It provides an ongoing tool to assess existing security measures and to recommend new measures.

THE FOLLOWING SECTION IS DEVOTED TO EMERGENCY RESPONSE PROCEDURES. ALL STAFF ARE RESPONSIBLE FOR KNOWING THE PROCEDURES.

Section III

Emergency Response Procedures

Key Elements in this Section:

- Section III-A: Roles and Responsibilities Defined
- Section III-B: Prevention and Preparedness
- Section III-C: Evacuations
- Section III-D: Emergency Procedures (Alphabetized)

Evacuations

Evacuations are deemed campus wide alerts. Evacuation procedures consist of:

- Drills: not an emergency situation but require staff and students to become familiar with FIRE DRILLS, REVERSE EVACUATION DRILLS (SECURE-in-place, lockdowns), and OR ALTERNATE SITE EVACUATION DRILLS.
- Non-Drills: emergency situations requiring staff to implement one of the above procedures. Procedures are presented in greater detail in Section III-C.

Section III-A: Roles and Responsibilities Defined

Understanding who will plan the emergency effort and who will lead school operations during an emergency is critical. Assigning roles and responsibilities ensures that required tasks are accomplished, reduces the chaos of the emergency scene, and eliminates duplication of effort. This section identifies the roles and responsibilities of staff members before, during, and after an emergency.

School Administration

The administration is responsible for providing leadership on security issues, selecting the Emergency Response Team, approving security and emergency management procedures, updating contact information, receiving and acting on notifications of incidents, reporting incidents, bringing in external resources, establishing discipline procedures, following through with consequences in a fair and consistent manner, reporting serious incidents to parents or appointing a designee to do so, and other critical tasks.

Campus Security committee

This section describes the roles and responsibilities of the Campus security committee during and after emergencies. Roles and responsibilities specific to evacuations or lockouts are described in Section III-C, entitled Evacuations.

Security officer

The security officer, remains in the building and manages the crisis. He or she coordinates the emergency response effort, gives the order to evacuate or lock down the school, coordinates with

police, fire and medical teams, maintains contact with Dean and ensures immediate notifications to law enforcement and other emergency services as necessary. After the emergency is concluded, the security officer will review the event with the campus security committee to resolve any personnel (students/staff) issues related to an emergency that disrupts school/college operations.

Staff Communication: Senior Vice Principal

The Staff Communication Leader keeps Transportation, and Teachers informed as to the current state of the emergency based on information from the Security officer and the Dean. The Staff Communication Leader also collects the names of missing children from teachers and assists in reporting them to emergency responders, the administration, and the PRO.

First Aid Responder: Nurse or any certified first-aid professional

First Aid Responders provide emergency First Aid until medical assistance arrives. They are trained in First Aid and cardio-pulmonary resuscitation. Every staff member should memorize the names of the First Aid Responders in their building and know where they are normally stationed in the school/college.

Mental Health: Student counsellor

The Mental Health Leader coordinates crisis intervention and counselling services

Transportation Coordinator

The Transportation Coordinator arranges for any special transportation needs arising from the incident.

Teachers

Teachers maintain supervision of their classes and take attendance every time the class moves to a new location. Teachers should compile a list of missing students any time roll call is taken and note possible locations of these students. The administration and emergency responders should be immediately notified of missing children. Teachers should take their classroom emergency kits with them, if they are available.

Assistants for Individuals with Physical Disabilities

Staff members are assigned to assist each student and colleague with physical disabilities in the event of an evacuation, as described in the evacuation plan. Assistants for children and staff with disabilities must be knowledgeable about each individual's special needs, particularly in respect to special equipment and medications. Alternative staff members are designated in case an assigned staff member is absent during an emergency.

Section III-B: Prevention and Preparedness Protocols

Many incidents can be prevented when staff members:

- Communicate to students that they are highly valued;
- Communicate high expectations and enforce rules consistently and fairly;
- Encourage and permit, within appropriate venues, open discussion about problems, threats, security vulnerabilities, and potential solutions;
- Encourage proper communication and training about the causes and the warning signs of different types of hazards;
- Are motivated and skilled in taking action when warning signs emerge;

- Intervene when they see evidence of trouble, such as bullying, threats, child abuse, alcoholism, drug abuse, or suicidal tendencies, and Reinforce to students that they should report to adults the same signs of trouble and they could save lives by doing so.

Preparation mitigates the harmful effects of emergencies. School/college staff should:

- Study these procedures and know in advance how to respond to an emergency.
- Learn evacuation routes and destinations. Know the locations of phones, fire alarms, fire extinguishers, fire hoses, panic alarms, First Aid kits, defibrillators, and emergency exits in advance.
- Plan how you would call for help if you had an emergency in your area of the school and who you would send for assistance. Design mutual assistance protocols with nearby colleagues in advance.
- Keep your cell phone charged and with you. Keep a spare battery and power cord on hand for emergencies.
- Know the location of emergency kits and take them with you during evacuations.
- Consider learning basic First Aid and Non-Violent Crisis Intervention/Self-Defense techniques. Memorize names of staff members who are trained in First Aid.

Other means to prevent and prepare for emergencies are contained in the Incident-Emergency Response Protocols in Section III-D.

CRISIS RESPONSE PROTOCOL

When a staff member discovers a crisis situation, that person will follow these quick steps:

- Always respond to the emergency first! If first aid is needed, contact Administration.
- If the emergency requires students and staff to go into lockdown, the staff member will initiate the lockdown by utilizing the phone system/intercom system to contact the Main Office. Every staff member's professional judgment will be trusted when making a call to implement lockdown procedures.
- Staff members should notify either the Security officer or Dean if they are aware of any crisis involving students or staff. This will trigger action by the campus security committee.
- This staff member will return to duties or stand in support of the crisis team as requested.
- The security officer will then assign Emergency Response Team members to confirm that all necessary emergency services are in route or in progress.
- When the campus receives any information of crisis or emergency, the Staff Communication Leader will advise the office staff where to divert phone calls.
- The Emergency Response Team will continue to gather all pertinent information about the crisis, and the security officer will continually evaluate changes in the crisis situation, delegating response duties to other support staff as needed.
- The Emergency Response Team may organize calls to parents of students known to be involved, but only if that step is appropriate and timely and coordinated through the Dean's office as needed. Any information passed on must be verified.

Section III-C: Evacuations

In certain types of emergencies, the school must be evacuated. The security officer and the Dean, will make this decision.

Procedures are as follows:

- Read and understand the emergency and security procedures. Know your duties in case of an evacuation or lockdown. Study the evacuation map and know where your classroom, dormitory floor, or section will go.
- If you are a member of the Emergency Response Team, understand your roles and responsibilities and act accordingly.
- If you are a teacher, take your class list with you and immediately take attendance. Ensure your classroom is completely empty before leaving. Turn off the light and close the door.
- If time permits, take personal possessions such as keys, wallets or your purse with you.
- If time permits, secure all sensitive or classified documents. Do not jeopardize the safety of yourself or your students, however, in situations such as fires that pose imminent danger.
- Close doors behind you but leave them locked. A routine check of the floors will be done to ensure that they are empty.
- Report to the assigned assembly areas indicated below. Take attendance every time your class moves to a new location. Report missing children immediately.
- Follow the instructions of emergency evacuation personnel. This is especially important when you are outside the building.
- Stay out of the way of emergency vehicles.
- Do not use the elevator

EVACUATION SIGNALS: announcement on the PA system

REVERSE EVACUATIONS

A reverse evacuation is an order to persons outside of a building to go into a building for SECURE. Situations that may require the use of a reverse evacuation may include sudden severe weather, such as a hail storm or tornado, a hazardous materials release, or an armed assailant on campus who has not yet entered the building. A school lockdown indicates that students and staff may be in jeopardy from an intruder, armed individual, or for other reasons in or near the school. A lockdown serves many functions during an emergency situation:

- The majority of students and teachers will be taken away from the threat;
- The dangerous situation can be isolated from much of the school;
- Accounting for students can accurately take place in each classroom; and
- Depending on the situation, an organized evacuation can take place away from the dangerous area.

LOCK-DOWN PROCEDURES

LOCK-DOWN SIGNAL: "LOCKDOWN OR SECURE-IN-PLACE"

Lockdown protocols are as follows:

- During a lockdown, teachers should immediately lock their classroom doors.
- Use sound judgment in determining whether any individuals knocking on the door are armed and dangerous or simply stragglers attempting to find SECURE.

- As a rule of thumb, never open the door until you receive an “ALL CLEAR MESSAGE” from the security officer/Dean/Warden.
- If you are in an open area such as a gymnasium or mess, usher students to the nearest room that can be locked.
- Once inside the locked room with the students, instruct them to remain silent and to stay away from doors and windows, to protect against flying glass.
- If the fire alarm is activated, stay in your rooms.
- Create a series of barriers by turning desks and tables on their sides and putting them between the door and occupants in the room.
- Turn off the lights.
- Telephone Dean or warden to report any missing or extra students. Include all absent students. Inform medical issues and assistance needs.
- Ensure children remain absolutely quiet and wait for an “ALL CLEAR ANNOUNCEMENT.”
- Limit phone calls to emergency response issues.
- In some cases, such as when an armed individual is actively roaming in the hallway, children may be able to exit through a window. Consider this as a possible strategy if the assailant is inside the building, if the windows are far from the nearest exit that the assailant may take, if the windows are large enough to pass children through them, and if others are available to protect the children once they are outside.
- Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found.
- Pass an attendance roster around the room and then prepare a list of missing students and extra students in the room. Ensure that you take this list with you when you are directed to leave the classroom.

Secure-in-Place

Emergency Signal for Secure-in Place: “Secure-in-Place”

Lockdown protocols are as follows:

- During a secure-in-place emergency, the school will be closed. Bring students, faculty, and staff indoors. If there are visitors in the building, provide for their safety by asking them to stay inside the building.
- Close all windows and exterior doors.
- If there is danger of hazardous weather such as strong winds, close window shades, blinds, and curtains to prevent injury from flying glass.
- Maintenance staff should turn off fans, heating, gas, and air conditioning systems.
- Select interior room(s) above the ground floor, with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Classrooms may be used if there are no windows or the windows are sealed and cannot be opened. Large storage closets, utility rooms, meeting rooms, and even a gymnasium without exterior windows will also work well.
- It is ideal to have a hard-wired telephone in the room(s) you select. Call emergency contacts and have the phone available if you need to report a life-threatening condition. Cellular telephone equipment may be overwhelmed or damaged during an emergency.
- Bring everyone into the room. Close the door.

- If the emergency is a hazardous material spill, use some material around you, if available, to seal all cracks around the door(s), windows and any vents into the room.
- Write down the names of everyone in the room, and call one of the security committee members to report who is in the room with you.
- Listen for an official announcement from school officials via the public address system, and stay where you are until you are told all is safe or you are told to evacuate.

Dismissals

Some weather or emergency situations, including a terrorist incident, may cause management to dismiss students/employees during business hours, telling them that they may leave or stay at their own discretion.

Closures

Sometimes, the building may be closed even before the workday begins. Outbreaks of Pandemic Flu may also require the school to close down operations.

RETURN TO CLASS:

When the danger has been resolved and removed from the vicinity, the school will proceed as scheduled following an "ALL CLEAR MESSAGE" from the Dean/Warden/Security officer. If it is the end of the day, an announcement about transportation arrangements will be warranted.

Section III-D: EMERGENCY RESPONSE PROCEDURES

The following protocols are relevant to specific types of emergencies. General principles described in previous sections also apply.

CAMPUS SECURITY COMMITTEE CHECKLIST

This campus security committee checklist may be used with suicide, homicide, or other crisis or accidents which might occur at school or on their grounds. The Incident Commander of the District on hearing of the crisis will call an emergency meeting to assess the crisis and assign team members to specific tasks. An announcement will be made as to the nature of the emergency.

1. Determine the emergency assistance needed (school nurse, fire, police, other).
2. When time permits, assign faculty members to assume positions at all exits and in each area of the school. Seal off area where crisis has taken place.
3. Decide what additional resources are needed and who will request these resources.
4. Decide when, where, and the format for notifying the staff of the crisis (memo, PA system, and/or faculty meeting).
5. Decide who might need special support and assign members of the crisis management team to assist.
6. Notify the security officer.
7. Assign a member of the crisis team to assist the faculty to deal with their own feelings as well as planning for how they will deal with the student body.
8. Assign an administrator or counsellor to call the person's family to offer assistance and solicit permission from family to make a general announcement to the student body.
9. Assign a counsellor to assist the student's siblings, best friends, and parents. Notify these people individually before any general announcement is made.
10. Compile a list of high-risk students and have members of the crisis team take in these students for preventative counselling.
11. Assign members of the crisis team to several areas of the school for small group meetings for the grieving process for the first day.
12. Conduct a debriefing and evaluation of the crisis, and how it was handled. Revise the plan to improve the system once the evaluation process has been completed.

LOST/MISSING CHILD

If a child is missing, school/college staff/warden should immediately notify the Principal/Dean, who will notify the child's parents if the child is not located promptly. Staff should verify that the child is missing by searching the building and grounds and questioning the children's friends and teachers to determine when the child was last seen and where the child may have gone.

IMMEDIATE ACTION:

Communication

- Contact family by telephone if possible.
- Contact emergency telephone references.
- Contact Transportation Department if Bus Student.

- If contact cannot be made with the parent/emergency contact, intimate Dean for discretionary action.

FOLLOW UP:

- Make written documentation in student file regarding circumstances surrounding the incident. Student counsellor must take necessary action.
- If situation reoccurs, hold discussions with family for further course of action.

Law Enforcement and Medical Personnel:

If a law enforcement officer or medical personnel needs information to protect the health and safety of a student, the school will provide whatever information is needed.

Media:

The media will generally be informed about missing child or abandoned child only as a last resort to help trace the child's details.

ANIMAL/SNAKE BITES/POISONOUS INSECTS

PRE-EMERGENCY PROCEDURES:

- Maintain and keep a list of local emergency agencies and their telephone numbers
 - S. S. Hospital –
 - Bapuji Hospital –
 - City Central Hospital –
 - CG Govt. Hospital –
 - District Health Officer -
 - Resident Nurse –
- Have first aid supplies available in convenient locations

Communication-

- Call resident nurse and warden.
- Determine need to contact district health officer
- Notify Principal and Dean.
- Principal shall notify the parents.

IMMEDIATE ACTION:

Staff should:

- Inform warden or resident nurse, if a student has been injured by an animal.
- Calm victim and render first aid—move individual to infirmary location if necessary.
- Identify type of incident (i.e. animal, snake, and insect), number of victims, and extent of injuries.
- Attempt to maintain visual contact of animal if possible until emergency personnel arrive.
- If the animal is outside the school building, request the administration to issue a SECURE- in Place alert, but otherwise continue operations as normal.
- Slowly back away to a secure location.

- If the animal enters a classroom, evacuate the classroom and move to another part of the building and close the door. Attempt to isolate the animal in a classroom. The Principal or [HIS/HER] designee will contact the local animal control agency/forest department.
- Ask the Administration to contact the parent or guardian of any student physically harmed or emotionally distraught.

FOLLOW UP:

- File student accident report
- Complete incident report and forward to security officer.

ASSAULT-WITHOUT A WEAPON

IMMEDIATE ACTION:

Note: More teachers and officers are injured while trying to break up fights than during any other crisis. If weapons are involved, initiate lockdown immediately. Incidents of violence vary in nature and, therefore, responses should be tailored to each situation based on common sense and experience.

- Notify security officer/Dean of location and number of students involved as well as to the fact that you are responding to it.
- Office initiate Secure in Place or Lockdown, as appropriate
- Walk, do not run, to the fight
- Do NOT try to break up a fight by physical means or disarm a student by yourself-Call for help.
- Obtain additional help.

ANALYZE THE ALTERCATION:

- Is the fight staged?
- Are weapons involved?
- Is the fight winding down?
- Who was the aggressor?

CONTROLLING THE ALTERCATION:

- If a fight erupts, send for help in the most expeditious manner possible.
- Loudly command the students who are fighting to stop immediately and inform them of the consequences of failing to do so. Tell the students that police have been or are being called and that they will be arrested if they do not stop.
- If appropriate, send a trusted student to the next classroom to request a colleague to come to the location. Instruct the messenger to relay the information quietly, so other students do not leave their classrooms to watch or join the fight.
- If you are a teacher called to such an emergency, instruct your students to stay in the classroom. Note the consequences if they do not. Order spectators to return to their classrooms or to evacuate.
- If colleagues are nearby, instruct the most physically able adults to help you separate those involved. Ask another colleague to keep other students away from the fight to prevent it from escalating.
- Separate those involved. Do not use excessive force such as punching, choking, or hog-ties and do not ask students to intervene.
- Under no circumstances should any staff member idly stand by while a fight occurs. Every able bodied staff member has a responsibility to get help, intervene, or keep students away from the scene.
- Call Dean and employ medical assistance protocols, as necessary

FOLLOW UP:

Make an incident report describing how and when the fight started, who was involved, how it was disbanded, who witnessed the incident, and other factual information. Staff present should ask

witnesses and the participants themselves how the fight started. All reports must be filed with the warden/security officer. Complete an Accident Report for any injuries.

ASSAULT-WEAPON

IMMEDIATE ACTION:

Note: More teachers and officers are injured while trying to break up fights than during any other crisis. If weapons are involved, initiate lockdown immediately. Incidents of violence vary in nature and, therefore, responses should be tailored to each situation based on common sense and experience.

- Notify security officer/Dean of location and number of students involved as well as to the fact that you are responding to it.
- Call for lockdown.
- Walk, do not run, to the fight
- Do NOT try to break up a fight by physical means or disarm a student by yourself-Call for help
- Obtain additional help

Suspected Weapons Possession

Incidents of suspected weapons may require a search of a student, an action that can create liability issues if not conducted appropriately. Only a warden, security officer, Principal or authorized assistants of either, or police are authorized to search a student on school premises, based on a reasonable belief that the student possesses a weapon.

The search may be no more intrusive than is necessary to secure safety. Any search of a student must be made in the presence of another employee of the school or facility. Staff conducting the search must be able to later say why they believed the student had a weapon. Examples include the child had a bulge in his pocket the shape of a gun or the child told a classmate about the weapon or showed it to a classmate. Searches may not be random. Under no circumstances should a child be strip searched. All students should be cleared from the area during the search.

- If a student is suspected of carrying a weapon but is not threatening, notify the security officer and warden immediately, preferably through a colleague or by a remote means of communication, such as a Walkie Talkie or a phone. If a gun or other serious weapon is involved, call police immediately.
- Every effort should be made to prevent the suspected student from becoming agitated. Do not alert the student that you have suspicions until help arrives. Smile and talk to other students as normal.
- Gently move other students away from the suspect and quietly notify nearby teachers to lock their classroom doors or request a colleague to do so. This should be done without the knowledge of the suspected student.
- Observe the student's behaviour to determine if he or she may be under the influence of alcohol or illegal drugs, a situation that may escalate the level of threat to students and staff. Note whether the student looks unusually angry or determined.

- Once help arrives and depending on the circumstances, a member of law enforcement, administration, or another staff member may, within reason and with caution, notify the student that he is suspected of carrying a weapon.
- Throughout the incident, make every effort to de-escalate the situation by remaining calm, nonthreatening, and firm. The choice of words and intensity, however, can increase as necessary.
- Suspect student should be relocated. If this is not possible, all students should be cleared from the area during the search.
- Security or other personnel authorized by the security officer/principal should ask the student to stand face against the wall and raise his arms. Such a search is permitted only when there is reasonable suspicion that the student may have a weapon. Searches that are not based on any legitimate reason can create significant liability issues. When you give this instruction, focus on the student's hands and stand close enough to secure his arms and stop him from reaching for the weapon if he attempts to draw it.
- Do not leave the student in restraints on the floor for excessive periods of time to avoid "positional asphyxiation."
- Do not use profanity, which may escalate the situation. Attempt to persuade the student to cooperate by reassuring him that no one wants to harm him.
- The security officer, Principal, or wardens are authorized to search student lockers or other areas of the campus and, based on a reasonable suspicion, desks, bags/ backpacks, and vehicles.
- Confiscated weapons must be turned over to law enforcement. Attempt to preserve fingerprints on the weapon by leaving it in place until law enforcement arrives or, if it is at risk of being disturbed, by placing it in a plastic bag. Weapons shall not be returned to the student or a parent/guardian.

FOLLOW UP:

Make an incident report describing how and when the incident began, who was involved, who possessed the weapon, what type of weapon was involved, how the incident was de-escalated, who witnessed the incident, and other factual information. Describe what created the reasonable belief that a weapon was involved, such as information supplied by another student, a suspicious bulge under the student's jacket, a metal detector alert, threatening behaviour by the student when questioned, or other indications. All reports must be filed with the security officer, principal/Dean and law enforcement.

Confirmed Weapon Threats

No one set of protocols applies to every situation of weapon threat. A response that may be appropriate in one situation may not be appropriate in another. Therefore, apply sound judgment to determine what actions will de-escalate the situation.

IMMEDIATE ACTION:

- If you see a student or intruder actively threatening others with a weapon but the student does not see you, contact security officer and initiate a lockdown from the nearest phone. Identify the student's location.
- If approached directly by the individual, freeze in place in a non-confrontational manner. Do not move unless instructed by the suspect to do so.

- Look the student or intruder directly in the eye. Attempt to de-escalate the situation by calmly talking to the individual. This will allow you to gain time and calm the person.
- Try to find out why the student or intruder is threatening violence. Do not do anything to further agitate the person.
- Once the situation is under control, the student will be arrested and disciplined according to the student handbook. Attempt to preserve fingerprints on the weapon by leaving it in place until law enforcement arrives or, if it is at risk of being disturbed, placing it in a plastic bag with a chain-of-custody log to record each time the plastic evidence bag was moved or stored.

FOLLOW UP:

- Be prepared to complete a detailed incident report including the names of witnesses and victims. If the individual was unknown to the school and fled, write down the person's description including his or her approximate height and weight, colour of hair and clothing, age, race, and any prominent features. Record his or her actions, statements, and locations where the incident occurred.
- All reports must be filed with the Security officer/ Principal/Dean and Law Enforcement.
- If the intruder was a student, preserve his/her confidentiality. Do not discuss the identity of the student with the community. However, the Security officer or Principal/Dean will provide basic information about the incident to the community, when requested and if appropriate. This information will include a statement identifying the type of weapon, how long the weapon was in the school, the location of the weapon at the present time, and a description of the general circumstances including the fact that the procedures outlined herein were followed.

ASSAULT-SEXUAL

Sexual Assault

If a student has been sexually assaulted, staff members are mandatory reporters and are required to follow the normal notification and incident reporting procedures. In addition, the following procedures are required:

IMMEDIATE ACTION:

- Demonstrate compassion. Do not express any judgments about the situation.
 - Victims of sexual assault suffer from fear, shock, denial, grief, guilt, confusion, hysteria.(within 48 hours follow attack)
 - Most important rule: Do not force a person to talk. They will talk when they are ready.
 - Therapeutic Stages: Stage one-Denial, Stage two-Catharsis, Stage three-Guilt, Stage four-Loss of Control, Stage five-Anger and Rage, and Stage six-Integration and Acceptance.
- Encourage the victim to go to the hospital for medical evaluation and to preserve evidence.
- Preserve student confidentiality. Do not discuss the identity of the student with anyone other than the administration.
- Facilitate crisis intervention with the administration and school counsellors.
- Ensure the victim is accompanied at all times by a school nurse, counsellor, psychologist, or other employee until police arrive.
- Log all activities and statements made by the victim. Interviews should be conducted by law enforcement, child counsellors.

FOLLOW UP:

Prepare an incident report describing what you know about the incident. All reports must be filed with the security officer/ principal and law enforcement.

BEES SWARMING

PRE-EMERGENCY PROCEDURES

- Maintain and keep a list of local emergency agencies and their telephone numbers
 - S. S. Hospital –
 - Bapuji Hospital –
 - City Central Hospital –
 - CG Govt. Hospital –
 - District Health Officer -
 - Resident Nurse –
- Have first aid supplies on hand, along with supplies for closing off areas such as barricades and yellow caution tape
- Look for bee problems around school grounds

IMMEDIATE ACTION- BEE ATTACK:

- Evacuate immediate area
- Seek enclosed SECURE or, upon attack, run without flailing arms
- Treat injured. Remove stingers with edge of a card or other sharp edge instrument. Do not attempt to pull stinger out with a tweezers or fingers, as this may cause additional venom to be injected.

IMMEDIATE ACTION – SWARM OR HIVE LOCATED:

- Evacuate immediate area
- Keep bystanders at least 300 feet away by placing barricades.
- Post someone near area to keep bystanders away until the pests can be controlled

Communication

Notify security officer/Principal/Dean and Building Maintenance Supervisor/pest control.

FOLLOW UP:

- Have maintenance personnel clean up and remove dead bees
- Complete incident report and forward to security officer.

BOMB THREAT

Bomb threats are usually made by a telephone call and sometimes with a note. The majority of these are pranks attempting to disrupt school function. However, all threats must be taken seriously, and handled quickly and efficiently to ensure safety to the students and staff. These incidents are rare to our regions but the school/college must remain cautious.

PRE-EMERGENCY PROCEDURES:

- School external evacuation plan or lockdown
- All school personnel should maintain awareness of physical surrounding/conditions

PRELIMINARY ACTION: (PERSON RECEIVING THREATENING CALL)

- Upon receipt of a bomb threat, the person receiving the call should make every attempt to:
 - a) Prolong the conversation as much as possible. Delay the caller by stating, "I am sorry, I did not understand you. Can you tell me again what you said?"
 - b) Identify background noises.
 - c) Note distinguishing voice characteristics.
 - d) Interrogate the caller:
 - When will it go off?
 - Where is the bomb?
 - Where do we look?
 - What does it look like?
 - Why are you doing this, motivation, leading up to:
 - Who are you? Where are you?
 - Questions like: "You don't sound like the kind of person who would do this", will often keep the person talking, giving you a greater chance at identification.
 - e) Determine the caller's knowledge of the facility.
 - f) Don't hang up the phone.
- Notify the security officer/Dean/Principal or next person in line of authority as soon as you are off the phone or using available staff if present. The administrator/alternate will assess the validity of the threat, and decide to evacuate the building or not.

If bomb threat is received by written message:

- Handle message no more than is necessary
- Notify Dean/Principal and security officer. They shall inform police if situation to their assessment is grievous
- Protect the original message by placing message inside a plastic bag or envelope so fingerprints or other identifying marks are not destroyed
- Turn note over to police.

IMMEDIATE ACTION: Building-Wide

- Evacuation or Lock Down is the discretion of the security officer/Principal/Dean and is based on information received from the caller.

Communication:

- Telephone security officer/Dean/Principal.

- Security officer to inform police after ascertaining the situation in co-ordination with Principal/Dean.
- Inform the transport manager and warden.
- Students and staff will be released from the building by the fire drill or by staff based on information received. In all cases, Alternate Site Evacuation (announced on PA system) Procedures will be implemented for a Building- Wide Event.
- Students and teachers will move directly to the designated alternate sites. Teachers will supervise at the designated Alternate Site until students are released from school supervision. Prior to releasing students from the Alternate Site, students will be provided with information as to when they will need to return to school (a two hour window is recommended prior to any re-entry following a full building search). The warden and the security officer will provide the needed information.
- Once students are moved to an alternate site, the designated administrator will limit all contact and access to students and staff. At no time will parents, reporters, or other non-designated officials be allowed to speak with students or staff, nor will they be granted access to any alternative facility without consent from school officials in charge.
- During a Bomb Threat, use of Cell-Phones is not allowed—please make students aware of this fact. Primarily, cell phone usage may send a signal resulting in detonation of a bomb if one is actually present in the facility.
- Prior to release, Faculty and Staff will be asked to conduct a quick search of their classroom/work space. Do not touch or move any item that looks suspicious. Additionally, key staff may be asked to work with law enforcement to conduct a building search--THIS IS STRICTLY ON A VOLUNTARY BASIS. AS A MINIMUM, STAFF SHOULD BE AWARE OF THEIR CLASSROOM SPACE AND ITEMS THAT ARE NOT FAMILIAR.

Search Techniques and Suspicious Objects

- If possible, try to search using a two person team.
- Stop, Look and Listen. Use this technique in the various parts of the room. Listen for unfamiliar background noise. If you suspect a foreign sound, please report this immediately. Long before we use this procedure, get to know the sounds in your work space—the sounds emitted by the clock, the heat/air system, other sounds that transfer through walls, and other environmental noise.
- First Room—Searching Sweep: The 1st searching height usually covers items in the room up to hip height. Begin at one end of the room and begin a “wall sweep”—check all items resting on the floor to hip height. This first sweep involves the most time as there are more items to check through (i.e., wall cupboards, heaters, et cetera).
- Second Room—Searching Sweep: The 2nd searching height is from your hip to about chin level. This wall search includes pictures, built in book cases, et cetera.
- Third Room—Searching Sweep: The 3rd searching height is from your chin to the ceiling. This wall search includes light fixtures, TV-mounts, speaker systems, and possibly duct work.
- Fourth Room—Searching Sweep: The 4th searching height is generally conducted if a room has a false or suspended ceiling.
- Once an area has been swept for foreign objects, please lock the room/area and tag a note on the outside door indicating that the room has been searched and is declared clean.
- If a SUSPICIOUS OBJECTED is located, report it immediately. Under no circumstance should anyone move, jar, or touch a suspicious object or anything attached to it. Source:

FOLLOW UP:

- If no bomb is found, return students to class
- Complete incident report and forward to the security officer
- If bomb explodes,
 - a) Call 100
 - b) Evacuate the building in case of secondary device—ALTERNATE SITES
 - c) Secure the integrity of the scene
 - d) Establish information centre or command post
 - e) Arrange for student transportation
 - f) Determine casualties

BUS/SCHOOL VEHICLE ACCIDENT

PRE-EMERGENCY PROCEDURES:

- Standardized bus/vehicle accident procedures
- Written procedures provided to all drivers
- Vehicle accident report form to record information

IMMEDIATE ACTION – DRIVER:

- Stop immediately – Set brake and turn off engine. Do not move vehicle, unless immediate danger exists.
- Telephonetransport manager immediately – Give vehicle number, location and extent of injuries.
- Call 108
- Evaluate and render first aid to anyone injured – Do NOT move an injured person unless there is imminent danger.
- Remain with the students and assure their safety until alternative transportation arrives.
- Speak only to law enforcement and school officials about the incident.
- Give name, license, and insurance information to police.
- Obtain names, addresses, phone numbers, and ages of all the passengers from the transport manager.
- Obtain names and insurance information of other drivers involved from the investigating police officer.
- Continue transporting students when authorized to do so.
- Complete School Bus/Vehicle Accident Report form.
- Complete insurance reports for Transportation Department.
- Obtain Case Number from investigating police officer.

IMMEDIATE ACTION – TRANSPORTATION:

Safety:

- Call 108
- Report to scene to assist and investigate (Transportation Manager)

Communication:

- Notify Principal/Dean/Security Officer/Transport manager and let them know the names of students on the bus. School personnel will notify parents.

FOLLOW UP:

- Prepare vehicle accident report
- Complete incident report and forward to the Security Officer.

CAMPUS DISORDER/CIVIL DISTURBANCE

Civil Disturbances may occur within the school, or may be precipitated by outside school forces. In riots, protests, or civil disturbances, the administration will attempt to de-escalate the situation by offering a forum to discuss student complaints. During times of high tension, however, protocols and normal incident procedures are as follows:

PRE-EMERGENCY PROCEDURES:

- Develop programs for the enhancement of students on grounds during lunch, PE, or after school activities

IMMEDIATE ACTION:

Safety:

- Security officer will assess the situation, number of students, nature of disturbance, and assistance needed. If outside assistance is needed:
 - Notify police
 - Instruct teachers to close and lock classroom doors (possible lockdown procedures)
- The announcement on the PA system will be as follows - "You are hereby notified that the school is closed and you must depart the premises. If you do not depart within the next 15 minutes, you will be arrested."
- Teachers should cancel their preparation periods and other duty-free periods to ensure that more teachers make a visible presence in the hallways.
- After protesters have had a chance to disperse peacefully, police should warn remaining participants that they will be arrested and charged with criminal trespass to land. If participants refuse to leave, appropriate school staff will sign complaints and arrests will be made by police on the scene.

Administrators:

- Brief Law Enforcement on:
 - a) Number of participants involved-School and Non-School
 - b) Identifiable participants/gangs and location of participants/gangs
 - c) Weapons involved
- Assist law enforcement as necessary
- Make announcement to inform staff that classes will not be released
- Instruct classroom teachers to account for all students

Communication:

- Notify Security officer.

FOLLOW UP:

- Send letter to parents communicating what occurred and how safety was established
- Debrief faculty & staff as appropriate
- Complete incident report and forward to Security Officer

WALK-OUT/SIT-INS

A “walk-out” is a type of demonstration which needs to be dealt with through dialogue. If a student walk-out occurs and the students remain on the school grounds, the principal or his representative should try to talk the students into returning to their classes. If the students do not return to class, utilize the following information:

IMMEDIATE ACTION:

- Direct students to return to class
- The school doors should be locked
- Take roll to determine the names of the students who did not return to class
- If students turn violent, call 100, implement Lockdown procedures

Communication:

Notify Security Officer

FOLLOW UP:

- Contact parents of students who did not return to class, and notify the parent a conference will be necessary to reinstate the student in the school
- Complete incident report and forward to the Security Officer

CRIMINAL ALLEGATION AGAINST STUDENT

Criminal allegations against a student may include a variety of in-school and out-of-school events. In responding to criminal allegations against a student/s, staff may be requested to supply information about the student.

PRE-EMERGENCY PROCEDURES:

- Administrators and staff are provided written guidelines regarding release of information pertaining to students and staff.
- The principal is designated as the contact person for all inquires regarding criminal allegations against students.

IMMEDIATE ACTION:

- Determine legal authority of individual requesting to question a student on the school premises. If legal authority does not exist, notify individual that permission to question the student on campus is denied. If requesting individual persists, contact school lawyer.
- Make reasonable efforts to notify parent or guardian of request to question a student on campus.
- Record request date, identification verification, and parent contact information.
- Work with legal authorities to ensure questioning occurs with the least possible disruption to the school environment.
- If the parent is not present during questioning of a student on campus, an administrator must be present during the questioning.
- Complete the incident Report.

Communication:

- DO NOT release the name, address, or phone number of any student unless such information is needed to protect the health and/or safety of the student or other individuals.
- If criminal allegations involve crimes against other students, contact the parents of those students. Inform them of the allegations made and what actions have been taken thus far. DO NOT provide specific details of the investigation, but refer any questions to the investigating officer.

FOLLOW UP:

- Communication to staff members and to parents of students not directly involved in the situation should be done on a need-to-know basis only, and in consult with the Principal or Security Officer.
- Referral services if needed.

DEATH – AT SCHOOL

When traumatic events in a school or community occur there is an immediate need for effective services to respond to the emotional pain that accompanies loss or distress. The death of a student or faculty member is much like a death in the family. Suicide is especially significant due to the intensity and variety of the feelings that accompany such a tragedy. The school system has many similarities to the family system and like the family, has opportunities to provide a support response.

PRE-EMERGENCY PROCEDURES:

- Establish and train Emergency Response Team
- Establish a school telephone/communication tree for teachers and staff

IMMEDIATE ACTION:

Safety:

- Call 108 (possible lockdown procedure)
- Keep students in classes, away from crisis area
- Remove students in immediate crisis area
- Activate Emergency Response Team
- Secure area until police arrive
 - Make a mental note of the circumstances
 - Who observed the occurrence?
 - Who reported the occurrence?
 - What vehicle(s) was/were involved?
 - Approximate times of the incident should be noted, when emergency vehicles arrived, and what was done for the victim.
 - Each person involved needs to write down his/her observations as soon as possible and turn it in to the Security Officer.

Communication:

- Verify information
- Notify Security Officer

FOLLOW UP:

Family:

- Contact family personally and offer support
- Establish a family support committee (e.g. to collect money, food donations, etc.)
- Obtain information regarding funeral visitation, home visits, and family wishes
- Stop any disciplinary, scholarship, testing or special placement notifications that may be inadvertently sent to the family.

School Plan of Action: Announcing the Loss

- Notify faculty of the death through a written message or faculty meeting
- Announce the death to the entire school via homeroom/classroom teachers. Provide facts to reduce rumours. Extend homeroom/study hour if necessary.
- Arrange for selected class visits to speak to the students
- Students will be permitted to leave the school, with parental permission, after following appropriate sign-out procedures.
- Follow-up with short faculty meeting to review facts of incident and role of faculty in assisting with the loss. Allow faculty an opportunity to share their experiences and suggestions

Faculty Response:

- Identify students who were close friends or students who would like an opportunity to attend a group or individual meeting
- Identify students obviously in distress and talk with them, or have another student help escort them to a group or individual counselling activity
- Provide an opportunity for students to discuss the loss and what they have learned
- If students are restless, get them active and focused on a project for the family if appropriate

Counselling/Psychology Responsibilities

- Establish an area for counselling (individual or group)
- Reschedule day's activities depending upon the needs of the school
- Request additional counsellors from within the school community if needed.
- Identify individuals who can work with groups or individuals. Maintain a list of students counselled. Make follow-up call to parents of students in distress and make recommendations for the parent to provide support.

Administrative Responsibilities:

- Keep staff updated on events and circumstances
- Identify faculty/staff who are in need of mental health support services
- Utilize counselling, psychology, DC office, community counselling, employee assistance programs
- Emphasize the need to provide hard facts in reducing rumours
- Be highly visible to show presence, support and control of the situation
- Provide hope and refocus perceptions toward the future
- Make arrangements for rescheduling cancelled activities

Responding to the Media and the Community:

- Identify a spokesman to remain in a specific area for easy access
- Develop a written statement or news release in cooperation with the Security Officer and Dean
- Set limits for media time/location. Provide handouts of planned school activities to handle the crisis. Emphasize positive action being taken
- Divert phone calls of concern and questions to appropriate staff
- Provide a meeting for concerned parents and others to provide input or suggestions to help students

- Provide a written summary of situation and plans to parents

Note: A person undergoing a normal grief process will typically elicit need for immediate intervention. A person undergoing abnormal grief process will need to be monitored.

DEATH OUTSIDE OF SCHOOL-SERIOUS ACCIDENT

PRE-EMERGENCY PROCEDURES:

- Establish and train crisis response teams
- Establish a school telephone/communication tree for teachers and staff

IMMEDIATE ACTION:

Communication:

- Verify information regarding accident or death
- Activate Emergency Response Team as appropriate
- Activate resources like counsellors, psychologists if needed
- Notify Security Officer
- Stop any disciplinary, scholarship, testing or special placement notifications that may be inadvertently sent to the family.

FOLLOW UP:

Family:

- Contact family personally and offer support
- Establish a family support committee (e.g. to collect money, food donations, etc.)
- Obtain information regarding funeral visitation, home visits and family wishes
- Stop any disciplinary, scholarship, testing or special placement notifications that may be inadvertently sent to the family

School Plan of Action: Announcing the Loss

- Notify faculty of the death through a written message or faculty meeting
- Announce the death to the entire school via homeroom/classroom teachers. Provide facts to reduce rumours. Extend homeroom/study hour if necessary.
- Arrange for selected class visits to speak to the students
- Follow-up with short faculty meeting to review facts of incident and role of faculty in assisting with the loss. Allow faculty an opportunity to share their experiences and suggestions

Faculty Response:

- Identify students who were close friends or students who would like an opportunity to attend a group or individual meeting
- Identify students obviously in distress and talk with them, or have another student help escort them to a group or individual counselling activity
- Provide an opportunity for students to discuss the loss and what they have learned
- If students are restless, get them active and focused on a project for the family if appropriate
- Acknowledge emotions through discussion and involvement in constructive activities in the classroom

Counselling/Psychology Responsibilities

- Establish an area for counselling (individual or group)
- Reschedule day's activities depending upon the needs of the school
- Request additional counsellors from within the school community if needed

- Identify individuals who can work with groups or individuals. Maintain a list of students counselled. Make follow-up call to parents of students in distress, and make recommendations for the parent to provide support.

Administrative Responsibilities:

- Keep staff updated on events and circumstances
- Identify faculty/staff who are in need of mental health support services
- Utilize counselling, psychology, DC office, community counselling, employee assistance programs
- Emphasize the need to provide hard facts in reducing rumours
- Be highly visible to show presence, support and control of the situation
- Provide hope and refocus perceptions toward the future
- Make arrangements for rescheduling cancelled activities

Responding to the Media and the Community:

- Identify a spokesman to remain in a specific area for easy access
- Develop a written statement or news release in cooperation with the district communication office
- Set limits for media time/location. Provide handouts of planned school activities to handle the crisis. Emphasize positive action being taken
- Divert phone calls of concern and questions to appropriate staff
- Provide a meeting for concerned parents and others to provide input or suggestions to help students
- Provide a written summary of situation and plans to parents

Note: A person undergoing a normal grief process will typically elicit need for immediate intervention. A person undergoing abnormal grief process will need to be monitored.

DEATH – SUICIDE

(If suicide occurs on campus, see “Death on Campus”)

PRE-EMERGENCY PROCEDURES:

- Establish and train Emergency Response Team
- Establish a school telephone/communication tree for teachers and staff
- Maintain a list of telephone numbers of referrals services

IMMEDIATE ACTION:

- Verify information regarding death
- Assist police in their investigation if needed

Communication:

- Activate Emergency Response Team
- Notify Security Officer

FOLLOW UP:

Family:

- Contact family personally and offer support
- Establish a family support committee (e.g. to collect money, food donations, etc.)
- Obtain information regarding funeral visitation, home visits and family wishes
- Stop and disciplinary, scholarship, testing or special placement notifications that may be inadvertently sent to the family

School Plan of Action: Announcing the Loss

- Notify faculty of the death through a written message or faculty meeting
- Announce the death to the entire school via homeroom/classroom teachers. Provide facts to reduce rumours. Extend homeroom/study hour if necessary
- Arrange for selected class visits to speak to the students
- Follow-up with short faculty meeting to review facts of incident and role of faculty in assisting with the loss. Allow faculty an opportunity to share their experiences and suggestions

Faculty Response:

- Identify students who were close friends or students who would like an opportunity to attend a group or individual meeting
- Identify students obviously in distress and talk with them, or have another student help escort them to a group or individual counselling activity
- Provide an opportunity for students to discuss the loss and what they have learned
- If students are restless, get them active and focused on a project for the family if appropriate

Counselling/Psychology Responsibilities

- Establish an area for counselling (individual or group)
- Reschedule day's activities depending upon the needs of the school
- Request additional counsellors from within the school community if needed
- Identify individuals who can work with groups or individuals. Maintain a list of students counselled. Make follow-up call to parents of students in distress and make recommendations for the parent to provide support

Administrative Responsibilities:

- Keep staff updated on events and circumstances
- Identify faculty/staff who are in need of mental health support services
- Utilize counselling, psychology, DC office, community counselling, employee assistance programs
- Emphasize the need to provide hard facts in reducing rumours
- Be highly visible to show presence, support and control of the situation
- Provide hope and refocus perceptions toward the future
- Make arrangements for rescheduling cancelled activities

Responding to the Media and the Community:

- Identify a spokesman to remain in a specific area for easy access
- Develop a written statement or news release in cooperation with the district communication office
- Set limits for media time/location. Provide handouts of planned school activities to handle the crisis. Emphasize positive action being taken
- Divert phone calls of concern and questions to appropriate staff
- Provide a meeting for concerned parents and others to provide input or suggestions to help students
- Provide a written summary of situation and plans to parents

Note: A person undergoing a normal grief process will typically elicit need for immediate intervention. A person undergoing abnormal grief process will need to be monitored.

DRIVE BY SHOOTING

PRE-EMERGENCY PROCEDURES:

- Lockdown or School evacuation plan
- School personnel should maintain awareness of physical surrounding/conditions
- Two-way communication with all classrooms
- Two-way communication with personnel monitoring outside areas
- Administration and security equipped with two-way communications with office

IMMEDIATE ACTION:

Safety:

- Administrator assesses validity
- Activate Emergency Response Team if Needed
- Initiate Lockdown or Evacuation procedures if needed
- Secure immediate area – no access
- Administer first aid to anyone injured
- Brief and assist law enforcement as directed
- Establish command post (probably school office)
- Teacher will account for students under their control
- Dismiss students if appropriate

Communication

- Call 100
- Notify Security Officer

FOLLOW UP:

- Complete incident report and forward to Security Officer

EARTHQUAKE

IMMEDIATE ACTION:

- Initiate Internal Evacuation Procedures.

Safety – Inside School Building

- Direct students/staff to drop, cover, hold, or move to an inside wall
- Lie flat, face down, and wait for shocks to subside
- Stand against the wall away from windows or get under desks or tables
- Move away from heavy ceiling fixtures and/or structures such as file cabinets
- Take roll count of students and report to the person in charge as soon as it is safe
- Do not attempt to evacuate building until authorized to do so or fire alarm is sounded
- Do not light fires or touch fallen wires
- Be alert for instructions from person in charge who must determine the safest route out and a safe place for students to assemble outside
- Use extreme caution when evacuating the building, as there may be additional aftershocks and/or the building may still be falling

Safety – On School Grounds

- Move away from buildings, trees and exposed wires
- The safest place in the open is down on the ground
- Do not run

Safety – General:

- Do not return to the building for any reason until it is declared safe
- Leave the area if you smell gas or fumes from other chemicals
- Post security a safe distance from all building entrances to see that no one re-enters the building
- Render first aid if necessary—do not move anyone that is seriously injured unless they are in immediate danger of further injury
- Avoid touching electrical wires that may have fallen
- Do not light any fires

Communication

- Notify electricity department, municipality, DC office, SP Police, DHO, BEO, DDPI and other state machineries
- If you smell gas after the earth has settled, instruct children to exit the building and notify the maintenance staff and administration.
- Notify Security Officer.

FOLLOW UP:

- Dean/Security Officer/Principal determines the advisability of closing the school. If necessary, procure the advice of a competent authority about the safety of the building.

EXPLOSIONS OR THREAT OF EXPLOSION

PRE-EMERGENCY PROCEDURES:

- School Evacuation Plan or Lockdown Plan
- On-going inspection of potential explosive hazards should be conducted
- Inventory of all potentially explosive hazards

IMMEDIATE ACTION:

Safety:

- If explosion occurs within the building, evacuate building by sounding alarm on PA system also sound the school siren.
- If an odour of leaking gas exists, do not use the fire alarm, intercom, or any other electrically operated device that might cause a spark and ignite an explosion
- Have pre-designated person(s) check restrooms, vacant classrooms, etc. to assure all school personnel and students have left the building
- If explosion occurs outside the building, students and staff will remain in classrooms away from windows and wait for further instructions.
- Render first aid
- Take student roll

Communication

- Call 100

FOLLOW UP:

- Students and staff will remain outside of building until emergency officials declare the area safe and secure

FIRE

Prevention

Many fires can be prevented by adopting simple measures, as follows:

- Do not smoke or use candles in the building.
- Be alert for electrical cords that are frayed or located too close to papers or draperies. Hazards should be reported to the Security Officer /Principal/Dean or Head of facilities.
- Because of the high heat that they generate, halogen lights can become a fire hazard and should be used with caution.
- Electronic equipment should be connected to MCB's/Fuse to prevent overloading of circuits and fires in the sockets.
- Use open flames in science laboratories only with extreme caution. A staff member must monitor the experiment at all times.
- Store flammable materials in appropriate containers. If you see improperly stored chemicals, please contact your Security Officer /Principal, Maintenance, or a member of the Campus Safety Committee.
- Limit the use of extension cords, which can lead to overloading the electrical system.
- Keep hallways and stairwells free of debris.

PRE-EMERGENCY PROCEDURES:

- School evacuation plan explained and posted in each classroom.
- Test to make sure alarm system is functioning properly.
- Check to assure all fire extinguishers are fully charged and up-to-date.
- Fire drills must be completed and evaluated regularly

IMMEDIATE ACTION:

Safety:

- In the event of fire, pull the nearest fire alarm (school siren to alert the announcement of emergency on PA system) and call 101, if phones are available (Dean/Principal to do this only if necessary).
- Report burning odours or smoke.
- Follow the evacuation procedures. Ensure all children in your care have been evacuated. Relocate students at least 500 feet from the building and firefighting equipment.
- Station building exit guards to prevent unauthorized entrance of students or other personnel back into the building.
- Turn off the lights and close your classroom door/windows when you leave. If it is dark, have a flashlight ready.
- Before opening any door during a fire, feel the door first at the bottom and then work your hand up the door to see if it is hot. A hot door means there may be fire on the other side. Try to get out another way.
- If trapped inside, seal the sides, bottom, and top of the door with wet towels or duct tape to prevent smoke fumes from entering the room. Smoke inhalation and toxic fumes kill more people in fires than flames.
- Stay low to the floor when escaping flames.
- A small fire extinguisher lasts for only a few seconds. Therefore, fire extinguishers should be used only on small fires. To operate an extinguisher, pull the pin, stand six to eight feet away,

and direct the extinguisher toward the bottom of the fire, sweeping from side to side. Pointing the extinguisher at the top of the fire may spread the fire.

- Never stand between the fire and an exit.
- Fire-rated doors are intended to contain fires. They should be kept closed in a fire.
- Do not use elevators.
- Maintenance staff should immediately shut off gas to the area, if possible.
- Once outside, stand in the pre-designated evacuation posts (or locate to Alternate Site), at least 500 feet from the building and out of the pathway of fire trucks, police, and paramedics.

Communication:

- Call 101. The fire department must be notified of the location of all fires, including those put out by school personnel
- Have designee assist arriving emergency personnel with locations within the school

FOLLOW UP:

- Students/staff will remain outside of the building until fire department officials have declared the building safe and the all clear signal is sounded
- Evaluate the fire procedures

FLOOD

PRE-EMERGENCY PROCEDURES:

- School evacuation plan/dismissal plan
- Keep a list of local emergency agencies within easy access, their phone numbers, and the names of their public information officers
- Know which community officials have the authority to access school property in emergency situations
- Maintain a plan for sharing school facilities with evacuees
- In cases of severe weather have access to television, radios, or call the DC office or disaster management teams, meteorological department to obtain weather updates

IMMEDIATE ACTION:

Safety:

- Discuss the need for evacuation
- Provide care for students at school
- Have custodial staff do the following as directed, depending on the situation:
 - 1) Shut down the boiler/water lines
 - 2) Remove equipment from floors and move to a safe place
 - 3) Close doors
 - 4) Shut off water supply
 - 5) Lock outside doors when the building is secure and empty

Communication

- If an emergency exists, call 100
- Notify school Security Officer/Dean
- Notify school transportation department
- In cases where dismissal is indicated, activate communication through the school front office or other designees.

FOLLOW UP

- Reschedule school calendar if needed

HAZARDOUS MATERIALS/CHEMICAL ACCIDENTS

Chemical accidents of disaster magnitude would include tank or truck accidents, or railway accidents involving large or small quantities of toxic gases or harmful chemicals (also on campus).

PRE-EMERGENCY PROCEDURES:

- Inventory all hazardous material on campus. A copy of this inventory must be on file in the front office.
- Material Safety Data Sheet manuals in areas where chemicals are used
- Read the safety manual and label prior to using chemicals. This will provide specific information needed for emergency procedures – i.e. evacuations, chemical containment, first aid procedures, equipment needed for working with chemicals, storage, and disposal procedures

IMMEDIATE ACTION:

Safety:

- Take appropriate action in accordance with safety manual and label on handling and emergency procedures
- Notify the Security Officer /Principal/Dean.
- Staff members who know what the material or chemicals should report that information to the Principal/Dean, if it is not otherwise known.
- Maintenance staff should shut down all heating, ventilation, and air conditioning systems to prevent the dispersal of hazardous chemicals throughout the building (if needed).
- Unless the hazard is most intense inside the school, a SECURE-in-place order will be given.
- If the chemical is outdoors, staff should close and secure all doors and windows.
- Depending on the severity of the incident, staff should use materials like – cello tape and plastic sheeting to seal all cracks around the door(s) and any vents into the room.
- If a staff member or student shows obvious symptoms of exposure to a contaminant, staff members on hand should implement basic decontamination procedures. The affected individuals should be separated and washed with soap and water. If possible, they should shower and be given alternative clothing. The exposed clothing will be put in plastic bags. Removing a contaminated person's clothing effectively removes in excess of 80 percent of contaminants from the person, reducing the chance that the person will suffer pain and serious injury.
- Once the contamination/hazard has passed, public safety officials will evaluate the situation and either give the school clearance to resume safe and normal operations, or request that the school be evacuated for clean-up operations. In the case of an evacuation, students will be safely transported by bus to another location, a designated Alternate Site, or a Site deemed safe by the public Safety Officials.

Communication:

- Contact Warden/ Security Officer immediately
- Contact Transportation Supervisor if needed for possible off-site evacuation
- Call 108 if assistance is needed for injuries, containment, clean-up and disposal

FOLLOW UP:

- Students and staff should not return to the building until the appropriate officials have declared the area safe.
- Take attendance if school was evacuated
- Contact Maintenance Supervisor for final clean up
- Provide an estimate of damage
- Complete incident report and forward to Security Officer
- Campus Safety Committee review

HOSTAGE

PRE-EMERGENCY PROCEDURES:

- School evacuation plan and lock down procedure
- School personnel should remain alert and aware of their surroundings
- Communication with all classrooms
- Administration and security equipped with two-way communication with front office

IMMEDIATE ACTION:

Safety:

- Security Officer will assess the validity of the situation
- Secure immediate area – no access
- Make decision to evacuate or implement lock down procedures
- Attempt to obtain from witnesses:
 - Number of hostage takers
 - Number of hostages
 - Weapons
 - Any injuries
 - Possible identities
- Brief and assist law enforcement as directed
- Establish command post (probably front office)
- Teachers must account for all students under their control
- Dismiss students if it is deemed appropriate to do so by the authorities

When a student or employee has been taken hostage:

- Determine if the hostage taker is aware of your presence; if not, do not intervene.
- Call local law enforcement. Give dispatcher details of situation.
- Evacuate as many individuals away from the hostage scene as possible. Notify the Security Officer/Principal/Dean, who will activate lock-down procedures. If there is not sufficient time to notify the Senior School Official, spread word throughout the building that lockdown procedures must be followed.
- Give control of the scene to law enforcement and the hostage negotiation team.

If taken hostage:

- Follow instructions of the hostage taker.
- Avoid panicking. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to the hostage taker.
- Do not speak without permission and do not argue or make suggestions.

Communication:

- Call 100
- Notify Security Officer /Principal/Dean

FOLLOW UP:

- Complete incident report and forward to Security Officer

INTRUDER (ARMED/UNARMED)
SUSPICIOUS PERSON

PRE-EMERGENCY PROCEDURES:

- School lock down plan
- School personnel should remain alert and aware of their surroundings
- Communication with all classrooms and student supervision areas outside
- Administration and security staff equipped with two-way communication with the front staff and other key areas

IMMEDIATE ACTION:

Safety:

- Notify Security Officer/Principal/Dean of possible locations and description of subject(s).
 - Take another staff member with you to initiate contact with the intruder. Attempt to assess whether the individual is armed/unarmed, in an agitated state, or under the influence of drugs or alcohol. Bulges in the individual's pockets may suggest that he or she has a weapon.
 - Armed--if it is determined the intruder is armed, exit the situation if possible and go into Lock Down.
 - Unarmed--If it is determined intruder is unarmed, ask another staff member to contact the main office for you and advise them of who is with you, where you will be going, and what you will be doing.
 - Make contact with the intruder with the Triangle Contact method if possible. Make sure you have designated which staff member will be the contact person and which one will be the backup person.
- On the basis of the information you receive from the intruder, determine intervention response.
- Attempt to direct the intruder to the front office and explain the related safety reasons as to why it is important that you are keeping track of who is on your campus.
- If the intruder refuses to cooperate, do NOT escalate the situation. Break off contact and intimate Dean. Dean to assess the situation and inform police if need be.
- If you are approached directly by an armed intruder or the intruder produces a weapon:
 - Do not move unless instructed by the suspect to do so. Look the intruder or student directly in the eye.
 - Attempt to de-escalate the situation by calmly talking to the individual. This will allow you to gain time and calm the person.
 - Try to find out why the student or intruder is threatening violence.
 - Do not do anything to further agitate the person.
 - Assure them that use of a weapon is unnecessary, as you are leaving. Keep both of your hands visible, palms facing the intruder, while slowly backing away. If the intruder tells you to stop, do as instructed, but continue to assure them that there is no need for the weapon.
- If intruder alert call comes to the office, do the following
 - Call 100
 - Monitor intruder's location from a safe distance until law enforcement arrives

- Brief and assist law enforcement as directed

Communication:

- Call 100
- Notify Security Officer/Principal/Dean

FOLLOW UP:

- Be prepared to complete a detailed incident report. If the individual was unknown to the school and fled, write down the person's description, including his or her approximate height and weight, colour of hair and clothing, age, race, and any prominent features. Document the statements that were made, using as many of the exact words as possible. Identify witnesses, victims, and any injuries.
- If the intruder was a student, preserve his/her confidentiality. Do not discuss the identity of the student with the community. However, the Senior School Official will provide basic information about the incident to the community, when requested and if appropriate. This information will include a statement identifying the type of weapon, how long the weapon was in the school, the location of the weapon at the present time, and a description of the general circumstances including the fact that the procedures outlined herein were followed.
- Law enforcement will interview the victims and witnesses for their accounts of the incident. Isolate the participants for interviews by law enforcement officials.
- Assess counselling needs of victim or witness.
- Implement post-crisis procedures.
- Complete incident report and forward to Security Officer/Principal/Dean.

MEDICAL EMERGENCY – SERIOUS ACCIDENT
MULTI-INJURY ACCIDENT

PRE-EMERGENCY PROCEDURES:

- Identify and establish an Emergency Response Team – those who are trained in CPR and first aid (post the list in the staff room)
- Develop a school telephone communication tree
- Have first aid supplies available in convenient locations

IMMEDIATE ACTION:

Safety:

- Identify type of accident (i.e. – chemical, vehicle, fire, etc.), number of victims, and extent of their injuries, if known
- Call 108
- Activate first aid team to begin first responder first aid
- Secure scene/area of incident
- Keep uninjured students away from incident location
- Do not move injured victims unless immediate danger exists
- Attempt to obtain names, address and phone numbers of the injured.

Communication:

- Call 108
- Notify Security Officer/Principal/Dean
- Notify parents/family of injured

FOLLOW UP:

- File student accident reports
- File staff accident reports
- Complete incident report and forward to Security Officer/Principal/Dean

Family:

- Contact family personally and offer support
- Establish a family support committee
- Obtain information regarding hospital visitation and home visits
- Stop any disciplinary, scholarships, testing or special placement notifications that may inadvertently be sent to the family

School Plan of Action – Announcing the Accident:

- Notify faculty of the accident through a written message or faculty meeting
- Announce the accident to the entire school via homeroom/classroom teachers. Provide facts to reduce rumours. Extend homeroom/study hour if necessary.
- Arrange for selected class visits to speak to the students
- Follow-up with short faculty meeting to review fact of incident and roll of staff in assisting with the accident. Allow faculty an opportunity to share their experiences and suggestions.

Faculty Response:

- Identify students who were close friends or student who would like an opportunity to attend a group or individual meeting
- Identify student obviously in distress and talk with them, or have another student help escort them to a group or individual counselling activity
- Provide an opportunity for students to discuss the accident and what they have learned
- If students are restless, get them active and focused on a project for the family, if appropriate
- Acknowledge emotions through discussion and involvement in constructive activities in the classroom

Counselling/Psychology Responsibilities:

- Establish an area for counselling (individual or group)
- Reschedule day's activities depending upon the needs of the school
- Request additional counsellors from within the district if needed
- Identify individuals who can work with groups or individuals. Maintain a list of students counselled. Make follow-up call to parents of students in distress and make recommendations for the parent to provide support

Administrative Responsibilities:

- Keep staff updated on events and circumstances
- Identify faculty/staff who are in need of mental health support services
- Utilize counselling, psychology, district office, community counselling, employee assistance programs
- Emphasize the need to provide hard facts in reducing rumours
- Be highly visible to show presence, support and control of the situation
- Provide hope and refocus perceptions toward the future
- Make arrangements for rescheduling cancelled activities

Responding to the Media and the Community:

- Identify a spokesman to remain in a specific area for easy access
- Develop a written statement or news release in cooperation with the district communication office
- Set limits for media time/location. Provide handouts of planned school activities to handle the crisis. Emphasize positive action being taken
- Divert phone calls of concern and questions to appropriate staff
- Provide a meeting for concerned parents and others to provide input or suggestions to help students
- Provide a written summary of situation and plans to parents

MEDICAL EMERGENCY
BLOOD-BORNE PATHOGEN/COMMUNICABLE DISEASE

All procedures or other job-related tasks which involve an inherent potential for mucus-membrane or skin contact with blood, body fluids or tissues, or a potential for spills or splashes of them, are to follow the established Universal Precautions at all times. Uses of appropriate protective measures are required for all employees engaged in these tasks.

UNIVERSAL PRECAUTIONS:

1. Barrier protection- All employees must use a barrier protection to prevent exposure with blood or other bodily fluids. Some forms of barrier protection would include:
 - Gloves
 - Masks and protective eyewear
 - Disposable smock and aprons
2. Wash hands if you come into contact with blood or other body fluids
3. Avoid accidental injuries. Precautions will be taken to prevent injuries caused by needles, broken glass, razor blades or other sharp materials. These types of materials should be picked up with tongs or swept into a dustpan and placed in a puncture-resistant container for disposal.
4. Avoid direct mouth-to-mouth resuscitation. Use protective mask.
5. Decontaminate all surfaces and devices after use.

PRE-EMERGENCY PROCEDURES:

- Awareness of various health Policies of the State and Central Governments
- Immunization tracking following State mandated requirements
- Establish communication tree

IMMEDIATE ACTION:

Safety:

- Follow campus Safety Policy directives (each case will be different)
- Notify non-immunized/medically fragile student, parents, and staff
- Notify support services as needed
- If non-school hour, initiate communication tree if appropriate

Communication:

- Notify school Security Officer/Principal/Dean
- Send a letter of notification to parents and staff if appropriate

FOLLOW UP:

- Follow state and central government Safety Policy directives
- Submit written report and complete incident report to Security Officer/Principal/Dean

MISSING PERSON

PRE-EMERGENCY PROCEDURES:

- Review plan with faculty and staff

IMMEDIATE ACTION – MISSING CHILD:

- If the parent reports the child missing:
 1. Have the parent call the police
 2. Get an accurate description of the child, including what the child was last seen wearing
 3. Attempt to find out who last saw the child and where
 4. Contact close friends of the missing student to possibly obtain information on their whereabouts
 5. Check building, athletic fields, and after school programs for the missing student
 6. Designate school contact person to continue working with the parents/police if the child is not located
- If the school notices the child missing:
 - 1) Verify information regarding missing child
 - 2) Who last observed the child?
 - 3) Where is the child missing from?
 - 4) Designate school official to work as liaison with the police
 - 5) Have a family member file a police report if the child is not located

Communication:

- Give police and accurate description of student, including clothing and a photograph if available
- Contact parent
- If unable to locate parent, use phone numbers of the guardian if available.
- Interview missing student's friends for information as to the whereabouts, possibility of running away, or not returning home afraid of punishment

IMMEDIATE ACTION – STAFF MEMBER

- Attempt phone contact
- Contact school office/warden for listing of relatives/friends to contact
- Designate school official to be liaison with police in case person is not located

FOLLOW UP:

- Arrange selected class visits to speak as necessary to provide facts and reduce rumours
- Complete incident report and forward to Security Officer/Principal/Dean

CONFIDENTIALITY INFORMATION:

An education agency or institution may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals.

If law enforcement or medical personnel need information to protect the health or safety of a student, school personnel should provide whatever information is needed.

PANDEMICS

Pandemics can cause extreme damage and disruption. Massive efforts have been undertaken to prepare and respond to pandemics such as the H1N1 or COVID-19. Any member of the school community who is confirmed to have pandemic flu should not be permitted to enter the school/college and should be encouraged to immediately seek medical attention.

In communities in which the virus has been confirmed, individuals suspected to have the virus should not return to school/college until they have been tested and confirmed to be virus-free or otherwise released by a medical doctor for re-entry into the general population. To reduce confusion, the school should communicate its Pandemic policy to the school community when the virus first appears in the area. In this way, parents and others will know what is expected of them. (This response, as well as responses to other epidemics and pandemics will be coordinated with the Health Department).

In communities in which the virus has appeared, schools/college should develop relationships with the local health departments and implement systems to track and follow up on students who are absent from school because of the flu. These systems provide important information on how widespread disease may be in the community.

Flu symptoms include acute respiratory illness, such as a fever greater than 100° F or 37.8° C, and a cough or sore throat. Other possible symptoms are runny nose, lethargy, loss of appetite, and in some cases nausea, vomiting, and diarrhoea.

Flu spreads primarily through coughs and sneezes, but people can become sick if they touch a hard surface containing the virus and then touch their eyes, mouth, or nose. The virus and other germs can live for two hours or longer on hard surfaces such as tables, doorknobs, and desks. Therefore, it is important that people wash their hands often with anti-bacterial hand sanitizer and keep their hands away from their faces. Surfaces should be wiped frequently with disinfectant wipes.

Health departments of state and central governments have issued strategies called “social distancing” to slow the spread of the virus. In severe pandemic situations, they include:

- Closing schools
- Cancelling public gatherings
- Planning for liberal work leave policies
- Tele-working strategies
- Voluntary/institutional isolation of cases
- Voluntary/institutional quarantines

If students are dismissed from schools or colleges, schools should also cancel all school-related gatherings and encourage parents and students to avoid gathering outside of school at malls, movies theatres, public libraries, or friends’ houses in large groups.

In case of a pandemic, it is important to check with the Health Department and other government agencies regularly because its guidance to schools/college, such as when to close a facility and when to seek medical attention, changes as the situation changes.

Schools/college should also review their state’s pandemic planning efforts.

Standard health protocols to reduce the risk of many diseases and infection include:

- Prohibit any member of the school community (students, teachers, other staff members, parents, volunteers, etc.) known to have contracted the disease from entering the school.
- Keep anti-bacterial/anti-microbial hand cleaner or alcohol-based disinfectant available at all times and use it frequently. Hand-cleaner and tissues should be placed on teachers' desks, at the front desk, and in other prominent places throughout the school/college.
- Remind children to wash their hands frequently with soap and water, and model the correct behaviour. Remind children to cover coughs and sneezes with tissues or wear masks and model that behaviour. In the case of a Pandemic, parents or guardians of children who are coughing and sneezing should be asked to remove their children from school and seek medical attention for them (in case of day scholars).
- Report bathrooms that lack tissues, toilet paper, soap, or feminine hygiene products. The maintenance staffs are required to ensure that bathrooms have a continual and ample supply of these products.
- Keep sufficient emergency medications on hand, such as medicines for fever, anti-diarrhea medication, and fluids with electrolytes.
- Remind students to stay away from wild animals and wild birds.
- Report to the administration if you notice any unusual trends in children's illnesses or unusually high numbers of absences. These should be reported to health department/DHO, DDPI etc.

SEVERE WEATHER CONDITIONS NON-SCHOOL HOURS

PRE-EMERGENCY PROCEDURES:

- Keep a list of local emergency agencies with easy access and their phone numbers
- Establish contacts at local emergency agencies
- Maintain a plan for sharing school facilities with evacuees
- Know which community officials have the authority to access school property in emergency situations
- Staff and students are advised to watch or listen to local media for information on school closures and severe weather

IMMEDIATE ACTION:

Safety:

- The transportation manager or designee monitors and determines the safety of roads and bridges within the city.
- The Principal/Dean will monitor and determine the safety of school building and grounds that may be affected by severe weather conditions

Communication:

- If school is to be closed, notify local media of decision to close school or schools

FOLLOW UP:

- Reschedule school calendar if needed
- Complete incident report and forward to Superintendent

SCHOOL IN SESSION

PRE-EMERGENCY PROCEDURES:

- Keep a list of local emergency agencies with easy access
- Establish contacts at local emergency agencies
- Maintain an up-to-date school evacuation/dismissal plan
- Maintain a plan for sharing school facilities with evacuees
- Know which community officials have the authority to access school property in emergency situations
- Be aware of evacuation routes leading away from the facility

IMMEDIATE ACTION:

Safety:

- Restrict outdoor activities if severe weather conditions are threatening the area
- Dismiss school only after obtaining Security Officer/Principal/Dean approval
- If necessary, activate school evacuation plan

SUSPICIOUS PACKAGES

PRE-EMERGENCY PROCEDURES:

Some indicators of suspicious packages are as follows:

Mailed from a foreign country

- Excessive postage
- Rigid or bulky
- Restrictive markings
- No return address
- Strange odour
- Lopsided or protruding item
- Oily stains, discolorations, or crystallization on wrapping

IMMEDIATE ACTION:

Safety:

- If a determination has been made that the package is suspicious:
- Do not open, shake, or empty the contents.
- Report the incident to the Dean, who may call the police. The dispatcher should be told what you have discovered and what steps you have already taken.
- Keep others away from the package or letter. The Dean or designee will keep the package secure.
- Wash your hands with soap and warm water for one full minute or more. Wash your face and then blow your nose. Everyone who handled the mail should do the same.
- Be prepared to meet with law enforcement or emergency personnel.
- List all people who were in the room or area when the suspicious letter or package was recognized. Give this list to police for follow-up investigation and advice. Make a note of who delivered the package to the school/college.

If the letter or package is leaking powder, use the following precautions:

- Do not try to clean up the powder. Cover the spilled contents immediately with a plastic bag, using the bag like a sheet of plastic. Do not remove this cover.
- Leave the room, close the door or section off the area, and stand by to prevent others from entering.
- Remain by the sealed area to meet with law enforcement or emergency personnel.
- Follow their advice concerning personal clean up.

Communication:

- Inform Dean who in turn may call the police
- Notify Security officer.

FOLLOW UP:

- Complete incident report and forward to Security Officer.

TERRORIST

Although the prospect of terrorism affecting our school/college is remote, staff members should be familiar with some basic information, as follows:

- Foreign and domestic terrorists target recruitment efforts at young, disaffected people who are easily influenced by political causes. Signs of this influence should be reported.
- Military installations, religious places, mall and markets, crowded places, school/colleges and nuclear plants etc. are considered potential targets of terrorists.

PRE-EMERGENCY PROCEDURES:

- School evacuation plan and lock down procedure
- School personnel should remain alert and aware of their surroundings
- Communication with all classrooms
- Administration and security equipped with two-way communication with office staff

IMMEDIATE ACTION:

Safety:

- Security officer in charge will assess validity
- Secure immediate area – no access
- Make decision to evacuate or not to evacuate
- Attempt to obtain from witnesses
 - Number of terrorists
 - Number of hostages
 - Weapons
 - Any injuries
 - Possible identity
- Brief and assist law enforcement as directed
- Establish command post (probably front office)
- Teachers must account for all students under their control
- Dismiss students if appropriate

Communication:

- Call 100
- Notify Security officer/Dean/Principal
- Do not give out information you are not 100% sure of

FOLLOW UP:

- Complete incident report and forward to Security officer/Dean/Principal

USE OF FACILITIES BY OUTSIDE AGENCY

These procedures are for emergency purposes only and are not to be confused with a facility request contract to use school properties.

PRE-EMERGENCY PROCEDURES

- Be aware of those agencies that have access to school property in emergency situations
- Maintain a list of agency contact people and phone numbers
- Designate an on-site person with a master key to be on-call during emergency situations which happen during the working days.
- Be aware of how to reach the on-call emergency staff person during emergency situations that occur after school/college hours
- Give outside agencies the name of the school/college contact person and phone numbers
- Maintain a plan for sharing school/college facilities with evacuees, including designation of approved spaces

IMMEDIATE ACTION:

- Respond to a call for assistance from outside agency needing to use campus facilities
- Meet officials at facility to unlock doors and handle and obtain other necessary items
- Maintain close contact with officials to determine the on-going need for use of facilities

Communication:

- Notify Security officer/Dean/Principal

FOLLOW UP:

- Complete incident report and forward to Security officer/Dean/Principal
- Network with appropriate officials and agencies to evaluate emergency procedures
- Make any modifications if needed

UTILITY OUTAGE

PRE-EMERGENCY PROCEDURES:

- Maintain an up-to-date school evacuation plan
- Maintain numbers of local utility companies

IMMEDIATE ACTION:

Safety:

- Administrator and/or designee will assess the outage for safety risk
- Gas Line Odour/Break
 - Call fire department and Gas agencies
 - Move to school evacuation plan if necessary
- Water Outage
 - Call Municipality
 - Call facility manager
 - Maintenance Department will provide an estimate and approximate repair time
 - Make decision to dismiss class for the day
- Electrical Outage
 - Contact Maintenance Department
 - Contact local power company to attempt to determine length and severity of the outage
 - Determine if there is a need to dismiss classes for the day (Security officer/Dean/Principal will make the decision)
- Communication:
 - Contact Maintenance Department
 - Contact Utility company
 - Notify Security officer/Dean/Principal
 - Notify Transportation Department

FOLLOW UP:

- Network with appropriate staff to evaluate emergency procedures
- Complete incident report and forward to Security officer/Dean/Principal.

Section IV: Recovery and Evaluation

IV. Recovery and Evaluation

PREFACE

The purpose of the Schools/college Campus Safety Procedures manual is to protect students and employees in the event of an unexpected emergency or crisis. The issues surrounding school safety are many and it is not possible to plan for every possible event or to develop a procedure or contingency for these same events. It is possible to work to refine, expand, and improve upon existing procedures following an event.

Following each major event of significant impact to the campus, the Emergency Response Team(s) (Designed during each emergency), the campus safety Committee, and other selected staff will be asked to engage in a discussion and review of the event. Review and Discussion will focus on:

- ✓ Prevention—was the emergency situation preventable?
- ✓ Detection—was there early warning signs?
- ✓ Response—did procedures and actions minimize the event and result in the best possible outcome?
- ✓ Recovery and Evaluation—was post-event intervention and follow up complete?

A school/college can recover more completely when it has planned for a disaster in advance and when it engages in an objective review of procedures and actions following an event.

Post Emergency Event Review and Incident Reporting

Event Description	
Type of incident <input type="checkbox"/> Accidents <input type="checkbox"/> Building accidents <input type="checkbox"/> Chemical Spills <input type="checkbox"/> Animal attacks <input type="checkbox"/> Bomb Threat <input type="checkbox"/> Cybercrime <input type="checkbox"/> Fire <input type="checkbox"/> Medical Emergency <input type="checkbox"/> Riots <input type="checkbox"/> violence <input type="checkbox"/> bullying <input type="checkbox"/> Physical assault <input type="checkbox"/> Sexual assault <input type="checkbox"/> Sexual harassment <input type="checkbox"/> Gangs <input type="checkbox"/> Homicide <input type="checkbox"/> Hostage <input type="checkbox"/> Shooting <input type="checkbox"/> Weapon <input type="checkbox"/> Intruder <input type="checkbox"/> Substance abuse <input type="checkbox"/> Suicide <input type="checkbox"/> Terrorism <input type="checkbox"/> Utility failure <input type="checkbox"/> Earth quake <input type="checkbox"/> Flood <input type="checkbox"/> Pandemic <input type="checkbox"/> Cyclone <input type="checkbox"/> Missing person <input type="checkbox"/> Suspicious package <input type="checkbox"/> Communicable Disease <input type="checkbox"/> Civil disturbance <input type="checkbox"/> Walk-Out/Sittings <input type="checkbox"/> Death <input type="checkbox"/> Explosion <input type="checkbox"/> Criminal allegation against Student/Staff <input type="checkbox"/> Threat <input type="checkbox"/> Theft <input type="checkbox"/> Any Other incident Describe the incident : _____	
Date/Time	
School Security Officer /Alternate in Charge	
Facility Involved (Location of the building/incident)	
Number of Student Injured	
Injury Types	
Staff Injuries	
Number of Staff Injured	

Threat assessment enquiry (in case of criminal allegation, threat, intruder, assault, bullying, Riots, violence, harassment, Gangs, Homicide, Hostage, Shooting, Terrorism, Civil disturbance, Threat)

Person's motives and goals	
Any communication suggesting ideas or intent to attack	
Any inappropriate interest in school attack, terrorism and weapons	
Any history of attack related behaviour	
Does the person have the capacity to carry out	

an attack of targeted violence	
Any history of experiencing hopelessness, desperation, despair	
Is the story of the perpetrator consistent?	
What circumstances might affect the likelihood of an attack?	

I. Pre-Planning: (any item ✓NO requires additional discussion)

Category	Yes	No
Were there existing preventative protocols in place and were they followed (i.e., fire prevention protocols)?		
Were there existing emergency response procedures/plans in place for the incident?		
Were staffs trained in the emergency procedures and plans?		
Were Emergency Response Teams adequately trained for their roles?		
Were needed supplies (first aid, fire extinguishers) available?		
Were resource sheets up-to-date?		
Were communication mediums accessible and sufficient for dealing with event?		
Recommendations :		

II. Immediate Action Response: (any item ✓ NO requires additional discussion)

Category	Yes	No
Was the Security officer notified in a timely manner?		
Were emergency teams and community responders notified in a timely manner? Responders Notified: <div style="text-align: right; padding-right: 20px;"> Campus safety committee Law Enforcement Fire Department Health Centre Others </div>		

Was there any coordination problems with responders notified? Communications? Key Access? Technology?		
Were staff and students notified in a timely manner with accurate information?		
Were staff and students kept informed during the event (if allowable)?		
Were parent communications timely (i.e., early dismissal)?		
Did Emergency response team have adequate two-way communication abilities during the event?		
What Evacuation Procedure was used: Evacuation (Fire) : _____ Reverse-SECURE-In-Place : _____ Reverse-Lock Down : _____ Alternate Site : _____		
Was the Evacuation Procedure used effective? Staff and students knew what to do?		
If SECURE-in-Place/Lock Down, were buildings secured quickly?		
If alternate sites were used, were facilities adequate (i.e., occupancy, handicap accessible)?		
Were the mobility/transportation issues for staff, special needs students or others dealt with in a timely manner?		
If bus transportation was needed, was transportation access readily available (i.e., school van or multiple busses) and did bus transportation respond quickly?		
Recommendations :		

III. Recovery Needs/Planning

Category	Yes	No
Is there need for additional follow up with Student? Staff? Families?		
Is there need for additional follow up with Responders? Law Enforcement?		
Is there need for additional follow up with Media? Public Relations?		
Was the facility damaged? Structural Mechanical Electrical		

Communications		
Is the area damaged useable? (plan for relocation)		
Are there any hazardous materials that will require cleanup, abatement, and certification prior to restoration work or occupancy?		
Was the insurance company contacted? (Were pictures taken documenting loss)?		
Is there a need to develop inventory of materials lost for reimbursement/insurance purposes?		
Are there any potential legal issues for individuals? The School/college?		
Recommendations :		

The aforementioned list is not intended to be comprehensive in nature. It serves as a tool for initial assessment leading to recovery. The review team will make specific recommendations about the event and formalize a plan of recovery.

Signature of the security officer:	
Signature of the Principal:	
Signature of the Dean:	

WEEKLY AUDIT FORM FOR CAMPUS SAFETY COMMITTEE

Is the security at the gate aware of visitor policy, safe school policy, security policy?	
Is the security trained in Fire drills, checking vehicles, suspicious packages, suspicious persons and vehicles?	
Were materials like door frame metal detector, face detector, printers, scanners, mirrors, Hand held metal detector, sanitizer, Entry/Exit registers for people and vehicles, Outpass register etc. maintained well?	
Are the members of campus safety committee and security officer aware of safety policies and emergency procedures?	
Is the lifeguard trained?	
Are all the safety measures in the pool like – chlorination, Life vests, safety bamboo staff, filters, inflated air tubes, first-aid box, suggestion box, etc. maintained well?	
Is the pool side clear of any civil damage?	
Is the In/Out register maintained?	
Are the CCTV and PA systems in working condition?	
Are there any open end live electrical wires, and MCBs functional?	
Are the toilets, showers, exchange rooms maintained well?	
Are the fire extinguishers functional throughout the campus	
Are all the tank lids in working conditions and covered?	
Details of all the training programs like – traffic, criminal, student counselling for disruptive behaviour, first-aid, drug awareness, fire fighting, swimming, evacuations, Reverse Evacuations, Secure-in-Place; Lockdown, Dismissal, Closure, Return to class etc. in the last week, was transport and health department involved in the process?	
Are staff members trained in emergency evacuations and procedures?	
Are emergency contact numbers and posters indicating safety of various locations, entry/exit layout prominently displayed?	
Has the counsellor reported any student with Social withdrawal, Excessive feelings of isolation and being alone, Excessive feelings of rejection, Being a victim of violence, Feeling of being picked on and persecuted, Low school interest and poor academic performance, Expression of violence in writings and drawings, Uncontrolled anger, Patterns of impulsive and chronic hitting, intimidating, and bullying behaviours, History of discipline problems, Past history of violent and aggressive behaviour, Intolerance for differences and prejudicial attitudes, Drug use and alcohol use, Affiliation with gangs,	

Inappropriate access to, possession of, and use of firearms, Serious threats of violence.

Building security check list

- CCTV
- PA system
- Electrical appliances
- Live wires
- Plumbing
- Doors and windows
- Locks and latches
- Storage rooms neatly stacked
- Burrows
- Fence and nets
- Beehive
- Cracks
- Seepage
- Building plan
- Fire extinguisher
- First aid box
- Important phone numbers
- Emergency telephone through intercom
- Wi-Fi and LAN
- Warning sign and labels
- Condition of beds, chairs, tables, ladder, mattresses, housekeeping, washrooms, toilets, sink and basin,
- Condition of solar water heaters and RO water plant
- Condition of store
- Condition of computer lab and other labs (Check for fire fighting, chemical accident, electrical accident, gas accident, fighting equipment's)
- Thorough check of presence of tobacco, alcohol, drugs and restricted articles.
- Warning signs for restricted articles and statutory warning against tobacco, ragging etc. displayed or not
- Are signage printed properly
- Stretches and wheel chairs
- Pest control
- Wear and tear in Mess machinery
- Condition of laundry machine
- Condition of boilers and steamers
- Condition of generator and UPS
- Condition of STP
- Condition of salon equipment
- Condition of cylinders and gas supply lines
- Condition of auditorium and equipment
- Condition of drains
- Condition of Sports grounds

<ul style="list-style-type: none"> • Condition of lift • Condition of wooden floors • Condition of ramps • Condition of signage boards on the road • Mention if there are sharp edges dangerous for children • Condition of electric poles • Condition of Gym • Condition of lawn • Condition of the transformer • Bells and siren • Automated motors and sensors <p>Attach a report of the above for each building in the school campus.</p>	
Check School Bus for speed governor, tyres, brakes, CCTV, window panes, seats, leakages, engine, general wear and tear, licenses, insurance, emission test, RC, other statutory clearances and driver's periodical medical test.	
Mess staff medical test	
Condition of rain harvesting pits and silting in various tanks	
Condition of overhead and underground water storage tanks	
Stock of medicines	
Stock of housekeeping materials	

Signatures of Campus safety committee members	
Signature of the security officer	
Signature of the Principal	
Signature of the Dean	

EMERGENCY PHONE NUMBERS

Company	Descriptor	Phone Number
Police		100
Ambulance		108
Fire department		102
Traffic department		
Gas agency		
Fire extinguishers company		
Water audit company		
STP maintenance		
RO Water maintenance		
campus supervisor		
Facility manager		
Transport manager		
Security officer		
Chief warden		
Block warden – BH- I		
Block warden – BH- II		
Block warden – BH- III		
Block warden – BH- IV		
Block warden – BH- V		
Block warden – GH- I		
Custodian of SQ-I		
Custodian of SQ-II		
Custodian of SQ-III		
Nurse		
Mess supervisor		
Electrician		
Plumber		
Front office executive		
Main gate security		
Dean		
Principal		

MEDIA PERSON PHONE NUMBERS

Name of the Person	Contact Number	Email id
Mr. Mallesh	9844060736	

EMERGENCY RESPONSE TEAM PHONE NUMBERS

Name of the Person	Contact Number	Email id
Mr. Praveen B		
Mr. Yogesh Naidu		
Mr. Sanjeev Kumar		
Mr. John F		
Mrs. Jyoti		
Mrs. Priya		
Mr. Darshan		

Mr. Chandrashekhar		
Mr. Bhogesh B M		
Mr. Kariyappa		

CAMPUS SAFETY COMMITTEE PHONE NUMBERS

Name of the Person	Contact Number	Email id
Dean		
Principal		
Vice-Principal- Jr. Section		
Vice-Principal- Sr. Section		
Head IGCSE		
Head PUC		
Chief Warden		
Security Officer		
Head of the Main Gate Security		
Campus supervisor		
Facility manager		
PRO		

SCHOOL/COLLEGE FRONT OFFICE [COMMAND POST] PHONE NUMBERS

Name of the Person	Contact Number	Email id
Mrs. Jyoti		
Mr. Satish E		

SCHOOL/COLLEGE SECURITY OFFICER PHONE NUMBERS

Name of the Person	Contact Number	Email id
Mr. Annappa		
Mr. Shivamurthi		

SOP FOR emergency response team

1. The security officer/Principal/Dean will alert the emergency response team either through telephone or on the PA system.
2. Emergency response team to coordinate with the command post (front office) in co-ordination with the security officer and the staff or students involved in the incident.
3. If the front office is in trouble the emergency team will depute one of its members to play the role of a command post.
4. Once the emergency situation is handled the team will file an incident report and conduct review with campus safety committee.

SOP FOR campus safety team

1. Meet every week.
2. Review security arrangements each week.
3. Audit fire extinguishers, first-aid kits, electrical fixtures, PA systems and other safety equipment's.
4. Conduct fire drills, evacuation drills, lockdown, secure in place, reverse secure in place drills every month.

5. Post an incident study the report submitted by ERT and security officer and make necessary amendments to this policy.
6. Primary custodian of this SOP and act swiftly to mitigate any danger to students, staff and the infrastructure.

This policy will be reviewed as per the review policy.