SCHOOL SECURITY POLICY AND PROCEDURES


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1. Policy statement
Our aim is to provide a safe and secure environment for our pupils, staff and visitors. Our Security Policy ensures that we have in place effective procedures to enable us to achieve this aim. The Board recognise and accept their corporate responsibility to provide a safe and secure environment for children, employees and visitors to BTEC. The school’s security procedures will operate within the framework described in this policy.

This document identifies the key elements of the School’s security management system and the ways in which we seek to improve security of our staff, students, Board and other adults and children who may be affected by School activities.

BTEC staff and students are a key resource and it is essential that risks to their security are properly controlled through an effective security management system and commitment at all levels.

This policy should be read in conjunction with the Disciplinary Policy, the Visitors Policy, the Safety of Children Policy, the Safeguarding of Children Policy, the Fire Safety Policy, the Field Trip Policy, the Security Handbook, the Anti-Bullying Policy, the Crisis Management Plan, the Risk Assessment Plan, the Health, Safety and Environment Policy, and other relevant policies and regulations.

2. Objectives
- Enabling strategic leadership to promote a collaborative and coordinated response to risk management
- Identifying improvements in security culture and accountability across BTEC.
- Implementing ongoing improvements in the effectiveness of security measures and controls, monitoring and reviewing security measures.
- Ensuring that staff are consulted and informed about security and receive appropriate training where required whether new or existing.
- Informing parents and students of the security policy and encouraging them to help to ensure that it is effective.
- Introducing a single central register of security incidents to be maintained by the school. This will contain details of any situation, incident or potential problem which will require consideration by the Board or the Business Manager
- Implementing a system for the analysis of the potential risks, including the completion of a Risk Analysis Questionnaire which will examine safety and security issues at the school
- Have in operation a report system for consideration by the Board and the Business Manager, which will consider what resources are, or will be made, available to deal with the recommendations set out in reports
- Make staff, students and parents aware of what measures are being taken, together with the reasons why, and encourage support of staff, students and parents
- Develop a system for an on-going review of all matters affecting the well-being of staff and students at the School, forcing this policy to evolve according to the School's needs
- Review this policy will be reviewed at least on an annual basis
- Develop a system for training for staff for operating a comprehensive security policy
- Review chosen solutions for their effectiveness

3. Roles and Responsibilities
School security responsibility is shared between the Board and the Business Manager.
3.1. The Board
The Board is responsible for formulating the Security Policy and monitoring its implementation. Where appropriate the Board will seek any necessary expert advice to determine the security risks and precautions required to deal with them. The Board monitor the policy on a term by term basis. Any key issues that arise are taken evaluated and resource allocation discussed.

All Board members will be issued with ID badges and will display them whilst on the premises.

3.2. The Business Manager
The Business Manager will be responsible for implementing the security policy agreed by the Board. He or she will have delegated responsibility for the day to day security of the School and for ensuring such things as:

- The staff appreciate the importance of security and understand the school’s policy and their responsibilities
- All staff appreciating the importance of security and understand the School’s policy/procedures and their own responsibilities
- Staff training needs are kept under review and training arranged as and when necessary.
- New employees are informed of the School’s security policy/procedure
- Parents and students are informed of the security policy/procedure and encouraged to help ensure that BTEC has a safer school culture
- Regular reports are made to the Governing Body
- Advice is sought from the police where necessary
- All crimes are reported to the police
- Formal risk assessments are conducted and updated on a regular basis by the Business Manager and Campus Security Officer
- In addition, routine security checks are carried out on an on-going basis by the Campus Security Officer
- Timely (daily logs and weekly reports) reports are made to the Business Manager and the one responsible for Health and Safety
- All crimes are reported to the Police, but taking into account:
  - using threatening, abusive or insulting words or behaviour, or disorderly behaviour, within the hearing or sight of a person to whom it is likely to cause harassment, alarm or distress, even when no intent is involved is an offence. However, the School may decide that incidents in or around School, which might technically amount to committing the offences listed above, are best dealt with internally without involving the police
  - The School is aware of, and will act on where appropriate, the criminal offences subject to legislation
  - In the event of any person assaulting or battering another person (staff, student, Board Member, other adults or children involved in School activities):
    - The School may restrain the assailant with reasonable force to protect the victim
    - In all but minor cases the School will refer to the police any assaults which appear to involve bodily harm. The School will also report to the police incidents which take place in a public place off School premises, but in circumstances where the School has responsibility for any of those involved whether they be members of staff or students
• Where possible those involved should make an immediate note of witnesses or others in a position to provide evidence of the assault
• The School will be ready and willing to provide a substantive account of what led up to the incident
• It is now an offence for anyone to carry an offensive weapon or knife on the School premises. When it is reasonable to believe that a student is carrying an offensive weapon it may be appropriate for a senior member of staff to search the student if the student agrees to co-operate. In such an event there should be a witness present. Searches must be undertaken by a member of staff who is of the same gender as the student being searched. When a student declines to co-operate the parents and guardians must be summoned after the matter has been referred to the Principal, followed if necessary by referral to the police
• Vandalism or arson is usually found in areas like recesses and doorways, which offer concealment or which is not under regular surveillance. Criminal incidents of this sort are likely to require reporting to the police, but are unlikely to require an emergency response unless an intruder is still present on the premises. When an intruder is thought to be present on the premises police help must be sought immediately. When incidents do not require an emergency response the normal disciplinary procedures of the School will apply.

3.3. Training
The Board will provide staff with enough resources, information and training to implement the security procedures, enabling staff to operate a comprehensive security policy as set out in this document.

The Board will, where appropriate, be informed of breaches and failures of the policy to enable them to take any corrective action as is necessary to ensure the safety of members of the school community.

4. Organisation
The following groups and/or individuals have responsibilities for ensuring the security of the school.

4.1. Board
The Board will ensure that the school has a security policy and that this has been implemented. The Board will monitor the performance of the school security measures. This will be achieved:
• By the health & safety authorities monitoring performance on their special interest visits
• Via the Business Manager’s Reports to Board
• Via the Campus Security Officer’s daily log and weekly reports
• By all Board members observing its implementation when they visit the school
• Board will periodically review the school’s security policy
• Board will delegate the day to day implementation of the policy to the Business Manager and Campus Security Officer

4.2 Business Manager
The Business Manager will:
• Set up arrangements in school that complies with the security policy agreed by Board
• Ensure that all staff within the school receive information, instruction and training in the security policy and procedures
• Establish a system for the reporting, recording and investigation of breaches of the policy and take reasonable steps to prevent reoccurrence
• Ensure that all visitors, contractors and agency staff adhere to the security policy
• Monitor the implementation of the policy and security arrangements. This responsibility will be delegated to the Campus Security Officer

4.3 Staff
As an employer, we recognise our duty to ensure that employees, so far as is reasonably practicable, are provided with a safe place of work. The responsibility includes the need to ensure that each person is safe from assaults. Vulnerable staff may include:
• Caretaking staff/cleaning staff
• Staff working alone
• Home visitors
• Evening working
• Working with pupils with behavioural difficulties
• Supervising and disciplining students
• Dealing with angry parents or relatives of students

Whilst training (techniques for preventing and avoiding violence, calming, acceptable methods of restraint and communication skills are very important), policies should be set in place to minimise the opportunity for staff to be put in these difficult situations.

The Board has agreed that the following must take place:
1. All legitimate visitors to the school are clearly identified by means of a visitors badge obtained from Reception. All visitors are required to sign in and out of the school and are to provide details about their car registration (if applicable). Visitors’ badges or ID badges must be visible and worn at all times.
2. Work in isolated rooms late/before the normal school day should be minimised. It is recommended that staff inform caretakers where they are so that routine checks can be made.
3. To inspect signage on an annual basis to ensure that visitors know that they are expected to call at Reception.
4. Provide training on how to deal with people exhibiting disturbed behaviour.
5. Caretaking staff are required to lock off areas of the school as soon as they are no longer in use, and partially set the alarm system accordingly.
6. All incidents and ‘near misses’ should be reported to the Campus Security Officer for recording in order to update security provision.
7. Intruders should only be approached when employees are accompanied by another adult. Staff to be given details of the powers in law.
8. When responding to a call out, duty staff should await the arrival of the police/alarm response company. Under no circumstances should they attempt to enter the school until the police have arrived.
9. Caretakers on duty have a mobile phone. This phone should be ‘on’ at all times to allow the two-way communication in times of emergency.
10. If a member of the public is showing signs of extreme agitation and refuses to calm down, seek help from a member of the Senior Team. A decision will then be made whether or not to call the Police.
11. Encourage students to inform a member of staff if they see anyone who is not wearing identification. This will be the subject of a lesson in the PSHE programme.

12. To insist that staff wear identification at all times to aid all of the above processes.

All staff will comply with this policy and the arrangements made by the Business Manager to ensure the safety of children, employees and others on the school site. Those listed below have been given specific responsibilities for school security. Whatever the arrangements for delegating certain functions, there needs to be a clear message that good security involves everyone in the School. Staff should be aware and confirm to operational procedures that affect security eg.

<table>
<thead>
<tr>
<th>Security Issue</th>
<th>Name</th>
<th>Specific Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreeing and reviewing the school security policy</td>
<td>Board delegated to relevant Committees</td>
<td>• Agree policy&lt;br&gt;• Review every 12 months</td>
</tr>
<tr>
<td>Day to day implementation and management of policy</td>
<td>Business Manager / Campus Security Officer</td>
<td>• Inform staff&lt;br&gt;• Monitor performance&lt;br&gt;• Review arrangements</td>
</tr>
<tr>
<td>Securing school entrance/exits as detailed in this policy</td>
<td>Campus Security Officer</td>
<td>Locking external doors and making site secure</td>
</tr>
<tr>
<td>Checking the condition and maintaining the safe operation of physical and electrical security devices (locks, gates, key pads, and fences)</td>
<td>Campus Security Officer</td>
<td>Part of normal duties to check physical integrity of security devices</td>
</tr>
<tr>
<td>Control of visitors</td>
<td>Administrative staff</td>
<td>Issue passes</td>
</tr>
<tr>
<td>Control of contractors</td>
<td>Campus Security Officer</td>
<td>Accompany</td>
</tr>
<tr>
<td>Security of money etc</td>
<td>Administrative staff</td>
<td>Cash registration</td>
</tr>
<tr>
<td>Security risk Assessment</td>
<td>Business Manager / Campus Security Officer</td>
<td>Review annually and inform Board of findings to use as part of policy review</td>
</tr>
</tbody>
</table>

- Staff to contact the Campus Security Officer or senior staff in an emergency.
- All staff must challenge visitors who are not wearing a visitor’s badge.
- All staff must ensure that the people trying to gain entry to the School should enter via the office. They should not gain entry through other access points.
- Staff should meet parents in the Hall.
- Key control procedures
- Visitor monitoring

New employees will be informed of this during their induction training, and all staff will be issued with ID badges and will display these whilst on the premises.
4.4 Campus Security Officer
The job of Campus Security Officer was established for the purpose/s of providing for the safety and welfare of students while on school grounds; monitoring personnel and/or visitors; communicating information in response to inquiries; and enforcing the school and District rules and regulations pertaining to student academic behaviour and drug prevention. The Campus Security Officer has a mobile that is ‘on’ at all times.

The Campus Security Officer shall maintain the security systems and equipment, carry out regular routine security checks, maintain a record of all security checks, record security lapses, bring these promptly to the attention of the Principal, and review security procedures as and when required, as well as raise awareness of security issues.

This job reports to Director of Studies, as well as the Business Manager for issues that are of a non-academic nature. The Campus Security Officer shall perform a variety of complex, basic duties requiring good communication skills, including assisting others in the workplace; patrol and monitor an assigned school campus; maintain order, safety and security; assure student compliance with school and district policies and regulations.

Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.

- perform a variety of complex, basic duties requiring good communication skills, including assisting others in the workplace;
- patrol and monitor an assigned school campus;
- maintain order, safety and security;
- assure student compliance with school and District policies and regulations;
- unlock doors and school facilities;
- monitor lunch areas, walkways, restrooms and parking lots;
- observe students during passing periods between classes, lunch and break periods;
- assure timely return of students to class;
- respond to calls regarding classroom disturbances, behavior problems or related situations;
- escort students to office for disciplinary action;
- prepare incident reports;
- utilize good communication skills to prevent student conflicts and fights according to established guidelines and intervene as necessary;
- advise students of consequences if rules are violated;
- enforce school and District rules, regulations and policies for the safety and security of students, staff and property;
- report unusual activities or unauthorized persons on campus to appropriate personnel;
- prevent illegal parking and loitering on school grounds according to established procedures;
- check vehicles for appropriate parking stickers;
- assist in the investigation of illegal activities;
- search backpacks, cars and lockers for alcohol, weapons, drugs, drug paraphernalia and related items according to established procedures and district policies;
- maintain positive relationships with students, parents, staff, and community;
- communicate with students and staff to provide and receive information regarding school activities;
• operate a two-way radio to communicate with school office and other security personnel;
• administer first aid as necessary;
• prepare related reports;
• perform related duties as assigned;
• advocates for students for the purpose of building relationships and developing a safe learning environment;
• assigns discipline to students under guidance of building administration for the purpose of ensuring students, who break the rules, are given appropriate consequence;
• attends meetings (e.g. MDT meetings, court sessions, probation, diversion, etc.) for the purpose of gathering and dispensing information;
• communicates district and/or school policies and enforcement procedures to students, personnel and visitors for the purpose of ensuring their understanding and the potential consequences of violation;
• facilitates student programs as may be required (e.g. Crime Stoppers, etc.) for the purpose of providing staff leadership;
• monitors students within a variety of school environments (e.g. school grounds, restroom, parking lot, halls, adjacent areas, etc.) for the purpose of ensuring student compliance to established regulations, providing mediation, and maintaining a safe and positive learning environment;
• patrols school facilities (e.g. grounds, roads, buildings, adjacent areas, parking lots, etc.) for the purpose of providing administrative visibility, maintaining security/deterring crime, and building relationships with students and staff;
• prepares written materials (e.g. discipline referrals, student passes, incident and activity reports, etc.) for the purpose of documenting activities, providing written reference and/or conveying information;
• provides positive reinforcement to students (e.g. encouragement, consistency, positive attitude, etc.) for the purpose of acting as a role model and supporting students in meeting individual plan objectives and school-wide discipline plans;
• provides traffic and parking control for the purpose of maintaining efficient traffic flow and use of parking lot/s;
• recommends safety improvements to administration for the purpose of assisting in maintaining a safe learning environment/facilities for students, staff, and visitors;
• refers incidents to appropriate site personnel for the purpose of ensuring follow-up in accordance with administrative guidelines;
• responds to emergency situations (e.g. fights, injuries, incidents, suspicious activities, etc.) for the purpose of addressing immediate safety concerns;
• performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit;
• adhering to safety practices;

This Job Description indicates only the main duties and responsibilities of the post. It is not intended as an exhaustive list.

The Campus Security Officer should have:
• Necessary vaccinations
• CPR/AED First Aid Certificate
• Tuberculosis clearance
• Valid Driver’s License & Evidence of Insurability
• Background Clearance (CRC)
• Other relevant certifications or clearances (Mandt or other)

4.5 Children
The risk to students comes from intruders as well as from fellow students (the latter is covered in the school anti-bullying policy and the disciplinary regulations).

Students in school should be encouraged as part of the PSHE programme to report to the nearest member of staff if they see anybody on site who is not wearing a visitors badge. They should never approach intruders themselves. Students should not remain on the school premises unsupervised and if they do stay late they must be supervised by a member of staff and details should be given to the caretaking staff.

Nearly all external users will have been issued with an ID-card and staff could request to see this card if they have any suspicions. If a ‘visitor’ is seen outside the normal areas, then he/she is either lost or may have an ulterior motive for being on the site. Lunchtime supervisory employees are asked to be particularly vigilant looking out for trespassers on the site. If any member of staff has concerns about a ‘visitor’ please report immediately to a member of the School Senior Team.

Staff involved with offsite trips must ensure that sleeping accommodation is as secure as possible without compromising the ability to escape in case of a fire. If possible, this kind of information should be sought prior to departure. See the Field Trip Policy.

A risk assessment should be made for each activity held offsite. All elements of the activity should be included in the risk assessment, ie:
• Notification to parents
• Early arrival time at school
• Modes of transport
• Precise timetabling
• Freedom of movement during the activity
• Toilet safety
• Returning home after school hours.

If a problem does occur, then the keeping of precise records will help, ie an itinerary, attendance lists and the name of a senior contact point for each activity.

Children will be encouraged to exercise personal responsibility for the security of themselves and others.

Children will cooperate with the arrangements made for the security of the school. Breaches of the school security arrangements are a breach of the school’s Behaviour Policy.

They should report any persons on site that are not familiar to them and are not wearing either the official school ID badge or a visitor ID badge.
Students should not approach any stranger who is not wearing a badge but report all strangers immediately to the nearest member of staff.

Signs and assemblies/meetings will regularly remind them of their role.

5. Arrangements
The school has agreed the following arrangements to ensure the safety and security of staff, pupils and other persons using the school premises. This also includes security of staff, visitors, pupils and equipment during whole-school events.

5.1 Information and Communication
All staff must be aware of the school’s security procedures, especially staff that have been given a specific role to play.

All staff induction will include the school’s security policy and will be recorded on the employees training profiles, records of which are to be kept in the school’s Quality Control Department.

These arrangements will be communicated to all third parties that use the premises and grounds. All will be expected to comply with the schools’ security arrangements as a condition of sharing use of the building.

Parents will be informed about the schools’ security arrangements and any part they are expected to play, for example when visiting the school or at handover times. If necessary, parents are to be reminded of our security strategies on a regular basis through a “Premises, Health and Safety” Newsletters written by the Business Manager.

5.2 Controlled access and egress during the school day
There is security fencing for the entire perimeter of the school to prevent intrusion.

Controlled access is a combination of measures to ensure that unauthorised visitors do not present an unacceptable risk to pupils or staff.

The extent of physical controls, such as fences, has been decided by a robust risk assessment of the likelihood of visitors presenting a risk and the reasonableness of the control measures needed to reduce this risk. BTEC has, through risk assessment, balanced the need to remain a welcoming environment to the community whilst ensuring the safety of all our pupils and staff.

Push button locks operate on the main entrances to school. This is to be controlled from the reception. All external doors to be kept closed (doors can be opened internally with keys or by push button at reception, but not externally).

5.3 Buildings and Grounds
Perimeter security is most difficult to maintain, but it is vitally important, therefore, that there are good signs as well as a known policy about wearing visitors’ badges. Visitors should not only book in, but should book out also. Visitors should always be escorted around the site.

Because of the size of the school and the fact that there are numerous external doors, there is a considerable security risk posed. Fire security access is required during all session times, therefore, they
cannot be locked or indeed have a punch code entry system built in. At the end of the school day it would be useful if the last user of a room could ensure that all windows are closed. In any event, caretaking staff have responsibility for securing the school and this includes closing windows, locking doors and setting the alarm system (if applicable).

All staff cars should have agreed and approved identification. This is available from Reception. No vehicles should be parked immediately next to the school in such a way as to provide a ‘ladder’ onto other parts of the school.

All tools and ladders should be locked away each day – if they are not, the opportunist thief will use them. Caretaking staff will check all rooms to ensure that there is no-one concealed in the building when it is locked up. Caretaking staff will also carry out regular (daily) checks of security fittings to ensure that they are working properly.

Cupboards should always be locked – this will help to minimise the threat of both arson and theft.

The school site has CCTV cameras which act as a deterrent to potential security breaches.

All employees are responsible for security of buildings and property.

- At the end of the School day each member of staff should ensure that all windows etc. are securely fastened prior to a check by site staff
- All employees are responsible for keeping buildings clear of all materials that can be used for arson or vandalism
- Adequate security lighting is installed and maintained/monitored by site staff
- Risk assessments are in place and are reviewed by the health and safety representative annually
- Property of the School is marked clearly and permanently and this is publicised

The following areas are accessible by the public but the risk is controlled with our school’s supervision arrangements and how the school deals with visitors.

The access arrangements for the grounds are:

- The school will take all reasonable efforts to restrict access to the building and grounds to prevent unauthorised access to children and ensure the personal safety of staff.

The access control procedures for the building are:

- The main building has only single access entrance via coded entrance door. Only authorised visitors will be allowed access and will be issued a visitors pass by reception (BTEC reception located in the Entry Hall).
- As a Multi-block school – the main building has a reception desk and access control. Signage directs all visitors to this entrance.
- Apart from this, students will be safeguarded by other methods such as supervision. At lesson changes the entrances to the buildings are supervised. Unauthorised visitors will be challenged by staff.
- Designated entrances, restricted for staff use, will have a security access control systems installed.
- Lighting covers entrance and exit doors adjacent to car parks.
- The school should have close links with local police and the Community Police Officer.
• Police will patrol the school on request.
• The school operates an efficient attendance/registration system which allows us to monitor absenteeism and truancy – first day response.
• Students who wish to leave the site during the school day must have written permission, sighted by appropriate staff.
• Our Campus Security Officer and other staff closely monitor the movement of vehicles whilst present on the school premises and are responsible for contractors on site.
• Contractors comply fully with school procedures at all times.
• Waste disposal vehicles and most contractor vehicles have restricted access to the site to avoid times when students and staff are moving around our site.
• The playground area is only used under staff supervision at break and lunch and staff would professionally challenge any person not wearing a photo ID or school visitor badge.

5.4 Control of Visitors
The control of visitors is a fundamental part of our school’s security policy for the safeguarding of both people and property.

The School operates a simple workable access control system and therefore:
• Considers everyone who is not a member of staff or student as an intruder until they have gone through the visitor reception procedure
• Provides visitors with a waiting area until they can be dealt with
• Identifies legitimate visitors and monitors:
  a. Their arrival and reason for their visit by requiring them to sign in and complete the safeguarding documentation
  b. Movement around the School and
  c. Departure time
  d. All visitors will be given an ID badge, which they will wear as long as they are on site and carry the safeguarding documentation with them.

Our policy is that:
• All visitors report to the reception desk on arrival. Employees are encouraged to use the meeting room when conducting interviews with visitors.
• All visitors are issued with a badge to be worn at all times. This includes parents, helpers, contractors and any other person that is not school staff.
• Visitors on site will be accompanied by a member of staff to their destination and will be returned to Reception by a member of staff in order to “sign out” of school. Visitors are those people that are issued with a pass from Reception.
• Any person in the school building without a badge will be asked to accompany a member of staff to the reception desk or asked to leave the site.
• Any refusal will be reported immediately to the Business Manager. Any aggression will be reported to the police.
• Visitors will not remove any items of school property without the express permission of school staff.
• For their own safety any authorised visitors will be given appropriate information on the school’s health & safety procedures such as parking, fire safety and first aid.
• For detailed Visitor procedures, including CRB arrangements please refer to the Visitors Policy.
5.5 Trespassing
The School is a private place. Any person who is not included in the following categories, and enters without permission, is a trespasser (which may give rise to a criminal offence) and may be asked to leave:
   a) Members of staff – unless suspended for health or disciplinary reasons
   b) Registered students – unless excluded for disciplinary reasons
   c) Parents or guardians responsible for a student at the School – unless prevented for legal reasons
   d) Others – Governors, suppliers, contractors and authorised users of the premises for ‘out of hours’ activities

5.6 Supervision of pupils
The school’s overall safeguarding strategy requires that at times the security of pupils is achieved by competent supervision by authorised school staff. See the “Supervision of Children” Policy.

Children must not play in areas defined as out of bounds, ie. by the school gates, by the three houses, our around the main building.

All staff is to challenge visitors on the school grounds during playtimes.

Locations where supervision is part of our safeguarding procedures:
Children are always supervised in this area and visitors professionally challenged.
- Sports areas. If necessary, as communication is not easily possible whilst on the outdoor sports courts, supervisors in this location will use a walkie-talkie/mobile phone supplied by the school office.
- The main courtyard
- Backyard
- EYFS playground
- Pool area. Children have no access to the swimming pool, unless they have swimming lessons

Times of the day when supervision is part of our safeguarding procedures – EXAMPLE:
- Start of school day – as the grounds have open access, duty teams are deployed in designated areas from 7.30 am to 8.00 am.
- Lesson changes – due to multi-block nature of the site, access control is not possible for every individual building during lesson changes. At these times staff will be on duty rota, together with the Campus Security Officer who is always present.
- Lunchtime – all parts of the school site without access control are supervised by duty teams, as well as the Campus Security Officer.

5.7 Co-operation with third parties, extended services and community groups
Our school security arrangements have taken into account any other third parties who use the school building or grounds. In most circumstances the arrangements for the school in general will be equally applicable for the third parties involved. Below are the additional security measures that apply to the groups listed.

External visitors
External visitors, as well as those using extended school activities, may use the facilities at any point during the school day. When inside the building, access to the rest of that block is restricted. Risk
assessments as part of induction arrangements are carried out. No hirer will be allowed to use the school facilities unless they fully comply with the security risk assessment. Visitors in unauthorised locations will be professionally challenged by staff. See Boarding Rules and Regulations Policy.

**Supervision of contractors**
Contractors and maintenance personnel will not always have been CRB/DBS checked and therefore they should not have unsupervised access to children. They will therefore be controlled as follows:

- Contractors on School site are required to observe the School’s security policy/procedure, and this is overseen by the relevant site staff
- All will be given school/site badges and be expected to wear them and be visible at all times.
- They will only park where authorised to do so.
- They will only carry out work agreed at the start of the contract and at the times agreed.
- They will be supervised at all times by our staff; this does not mean watched continuously, but in a way proportionate to their location and proximity to unsupervised children.
- Building materials and equipment must not be left lying around.
- When not in use scaffolding should not be given access to previously secure upper floor areas.
- Alarm systems must not be disrupted.
- As far as possible, contractors and workers called to the site to undertake specific tasks are screened in the same way as School staff.

**5.8 Lone Workers**
Our school has Lone Working Risk Assessments for staff where there is a security risk due to the need to work alone; staff at high risk will receive appropriate training.

**5.9 Physical security measures**
The Board will consider the need to use physical measures such as fencing and electronic access controls and CCTV to ensure the safety of staff and pupils. The Board will review the provision of physical security measures on a regular basis in the form of a security risk assessment. The risk assessment will take into account:

- The location and layout of the school
- Past incidents related to security
- The performance of other security measures already in place or that could be implemented.

Where justified by consideration of the risk, Board will ensure that physical security measures are installed. Where physical controls are not justified the Board will ensure that other controls are implemented by the school to ensure the safety of staff and pupils.

Where electronic controls are installed, for example alarm systems, they will be maintained as recommended by the manufacturer.

**5.10 Locking arrangements.**
At different times of the day the school security arrangements require the locking of various entrances.

- All windows are to be secured.
- School gates are to be kept locked out of school hours.
- School gates are to be kept closed and during school hours.
• For events, internal doors by toilets to be locked so people have access to toilet facilities without having access to school building.
• All rooms apart from classrooms, kitchen and staffroom to be locked.

5.11 CCTV
The CCTV system is in operation for the ICT/security room. The Board will consider installing further CCTV systems where justified by consideration of the risk. Signage informs people of where CCTV is in operation.

The purposes of CCTV are to:
• Increase personal safety and reduce the fear of crime
• Protect the School buildings and their assets
• Support the police in detecting and preventing crime
• Assist in identifying, apprehending and prosecuting offenders
• Protect members of the public and private property
• Assist in the management of the School
• Other, as specified in the Visitors Policy

5.12 Cash Handling
Staff should avoid keeping cash on the premises whenever possible. Safes should be used and kept locked. Staff should avoid handling cash in visible areas; any money requiring banking should be done at irregular times, particularly where substantial sums are involved.

5.13 Valuable equipment
All items above the value of 50,- AZN will be recorded in the school stock book.

Items of valuable portable equipment with a value above 250,- AZN will not be left unattended in rooms where there is public access. In such locations the room will be locked when it is vacated. Wherever possible, valuable items will also not be left where visible from outside.

The security risk assessment will take into account the location and security arrangements for high value equipment, for example ICT equipment. All rooms containing equipment that may pose a risk are to be kept locked, including caretaker’s room, I.T. server room, science laboratory and cupboards, I.T. room, sports equipment storage room, school kitchen and rooms containing cleaning equipment.

The following measures should also be taken:
• All expensive, portable equipment to be marked as belonging to the School.
• All valuable and recognisable equipment to be photographed.
• An infra-red intruder alarm system should be in operation when the school is closed.
• Employees are responsible for returning equipment to the secure area.
• Employees have to “sign out” equipment which is taken home, e.g. lap-top computer, science equipment, books, sports equipment, etc.
• All CD’s, cameras and personal belongings to be stored in storage containers and locked in cupboard by Principal’s office.
5.14 Personal Property

Personal property will remain the responsibility of its owner. This includes both staff and pupil personal property. Both are discouraged from bring to school any valuable personal property.

Lost property should be handed to the school office where it will be kept for 6 months before disposal.

Students are discouraged from bringing valuable items to school and in the event that they do so the School accepts no liability. If this is unavoidable on some occasion then special arrangements should be made in advance with the Principal regarding temporary safe keeping.

Students and staff should be provided with lockers for storage of personal property.

Staff and pupil involvement

All staff must take a shared responsibility to ensure the security strategies are implemented. Everyone should be reminded that it is their responsibility to prevent crime including:

- guarding against assault and theft of personal belongings
- safeguarding school property

They should be told:

- the school’s policy on reporting assaults, disturbances, theft, damage and burglary
- the cost of crime in school

Staff and pupils should be encouraged to offer ideas on good practice. Every suggestion should be considered and if any proposals are not taken up, then the reasons for their rejection should be explained to the proposers. Co-operation comes from personal involvement and this is a powerful means of encouraging individuals to share in the task.

Crime prevention – police/school liaison

Baku Local Police operate a Police/School liaison service where officers regularly visit schools.

5.15 Medicines

There are occasions when pupils may be prescribed treatment where medicines are needed during school time. Parents will provide such medicines in suitable and labelled containers. These containers will be locked in the schools medicine cabinets. Arrangements for the administration of medicines are detailed in the medication in school policy.

5.16 Various

Dealing with an emergency

If there is an intruder on the premises and there is a hint of danger to individuals or property, the Police should be called to escort him/her off the premises and a member of the School Leadership Team should be called immediately. Separate procedures apply in the case of fire and this is covered in the Fire Safety Policy. If any of the fire alarms are activated, all staff on site must evacuate the buildings and assemble on the grounds in front of the school. When the alarm sounds the Fire Brigade are automatically called by the alarm monitoring company (Continental). The Campus Security Officer or the senior member present will call the Fire Brigade to confirm the emergency or to cancel the call in the event of a false alarm. A précis of the situation will then be given to a member of the School Leadership Team (Principal, Director of Studies or the Business Manager).
**Bomb threats**
The school policy follows advice received from the local authorities concerning bomb threats received by telephone. As soon as any such message is received, the Principal, Business Manager or a Deputy Head (dependent upon availability) should be told immediately.

As soon as it is clear that a bomb threat is being made, the caller should be allowed to finish his/her message without interruption. Only respond if absolutely necessary and take down exact details of what is being said, listening for clues to the following:

- The caller’s sex and approximate age.
- Noticeable condition affecting speech, ie drunkenness, laughter, anger, excitement or incoherency.
- Background noises, ie music, traffic, talking or machinery.

When the caller has given his/her message, try to keep him/her in conversation and ask, if possible, the following key questions:

- Where is the bomb located?
- What time will it explode?
- What does it look like?
- When was it placed there?
- Why was it placed?
- Who are you?
- Where are you?

Staff are requested to note whether the caller repeated his/her message or any part of it. Note the exact time of the call. Write the message down and then contact a member of the School Leadership Team immediately - a member of the SLT will then notify the Police immediately. Repeat the message exactly as you received it and then fill in the other details you were able to get.

**Keeping staff and students informed**
All new appointments to the school should be informed of the School Policy on security. Just because a new policy has been formed, it does not mean that in 5 years a new member of staff will know it. A copy of the policy should be kept with induction documents and regularly updated.

The student handbook should also include details about security and the role that students take in helping to keep the site secure.

All staff should be given access to a copy of the policy. A copy will be kept on the school website, and employees are encouraged to make recommendations about improvements to the Safety and Security Policy. Students are welcome to make comments about security and this could be a standing agenda item on the school council.

**Crisis Management**
*An additional summary of the actions to be taken in the event of a Critical Incident occurring can be found in the School Crisis Management Document.*

A central point of contact helps to deal with a crisis (major fire, assault, death, etc). Normally, this will be the Principal or, in her absence, a member of the School Leadership Team. At his/her discretion the central contact will, after seeking advice from the local authorities:
1. Initiate emergency procedures.
2. Prepare a press release.
3. Inform all staff of the extent of the situation.
4. Inform students not involved with the crisis and reassure them.
5. Inform parents of the student(s) involved.
6. Ensure, where possible, that the school continues to operate.
7. Ensure that the school telephone lines are staffed and that notes are taken of all conversations.
8. Inform the Board.
9. Involve, if necessary, specialist services, ie counselling.
10. Inform parents that children may be upset, even if not directly involved.
11. Visit the injured in hospital/attend funerals/organise a memorial/special assembly.
12. Devise strategies for easing pupils back into school after lengthy absences.

6. Risk Assessment
A security risk assessment will be completed annually by the Business Manager/Campus Security Officer. The findings will be used in the review of this security policy.

Monitoring and Review
Monitoring is done informally through verbal reports from staff and visitors, and formally through weekly premises meetings, as well as the Daily Safety and Security Log and the Weekly Security Report. These will contain simple but accurate details of all events, which, while quite minor in nature, could be significant if they recurred and became persistent. All employees are expected to record on an Incident Form, as attached:

- Trespass
- Aggressive behaviour by persons other than students around the School building
- Matters reported by students
- Any other incidents giving cause for concern
- The Campus Security Officer will retain the completed forms in an Incident Register (the Daily Log)
- The Business Manager and the Campus Security Officer will check the Incident Register regularly to see if any patterns are developing and to consider the need for consequent action
- Incidents taking place at school involving students and staff

The Business Manager will monitor the performance of this policy and report breaches, failings or security related incidents to the Board.

Board will monitor performance via the Business Manager’s Report to Board and when visiting the school.

This policy will be reviewed annually by the Business Manager.

<table>
<thead>
<tr>
<th>Signed (Board):</th>
<th>Signed (Business Manager)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
<tr>
<td>Review completed by (date):</td>
<td>Review completed by (date):</td>
</tr>
</tbody>
</table>
INCIDENT REPORT FORM
Includes trespass, nuisance or disturbance on school premises, verbal abuse, sexual or racial abuse, threats, aggression, physical violence and intentional damage to personal property. This form should be completed as fully as possible. A member of staff should complete the form if the incident involves or is witnessed by a student. Please use continuation sheets if necessary.

1. Member of staff reporting incident:

Name:

...........................................................................................................................................................................

Work Address: (if different from school address)

...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................

Position:

...........................................................................................................................................................................

2. Personal details of person assaulted/verbally abused (if appropriate)

Name:

...........................................................................................................................................................................

Work Address: (if different from school address)

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Position: (if member of staff)

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Dept/Class:

................................................................................................................................................................................

Age: .................................................. Gender: ..............................................................

3. Details of trespasser/assailant(s) (if known)

................................................................................................................................................................................

................................................................................................................................................................................

................................................................................................................................................................................

4. Witness(es) (if any)

Name:.............................................................. Gender.............................. Age........

Address:.........................................................................................................................Postcode..............................

Other Information:

................................................................................................................................................................................

Witness(es)

Name:.............................................................. Gender.............................. Age........

Address:.........................................................................................................................Postcode..............................

Other Information:

................................................................................................................................................................................

Relationship between member of staff/student and trespasser/assailant (if any)

................................................................................................................................................................................
5. DETAILS OF INCIDENT
   a) **Type of incident** (e.g. if trespass, was the trespasser causing a nuisance or disturbance and how; if assault, give details of any injury suffered, treatment necessitated, etc.)

   …………………………………………………………………………………………………………………………………………………………………………

   b) **Location of Incident** (attach sketch if appropriate)

   …………………………………………………………………………………………………………………………………………………………………………

   c) **Other details** (describe incident, including, where relevant event leading up to it; relevant details of trespass/assailant not given above; if a weapon was involved, who else was present.

   …………………………………………………………………………………………………………………………………………………………………………

6. **Outcome:** (e.g. whether police called; whether trespasser was removed from premises under section 547; whether parents contacted; what happened after the incident; any legal action)

   …………………………………………………………………………………………………………………………………………………………………………

7. **Any further information/sketches, etc. (as attachments)**

   …………………………………………………………………………………………………………………………………………………………………………

Signed: …………………………………………………………………... Dated: ………………………………………………………………………
SCHOOL SAFETY and SECURITY CHECKLIST

Place: ___________________________ Signature: ___________________________

Date: ___________________________ Printed Name: ___________________________

Instructions: This checklist is designed to help evaluate the safety and security of your school. The best way to use it is to form teams to conduct the survey at locations other than their own to keep observations neutral and objective. Each survey team should ensure that local law and fire personnel are invited to help with the evaluations and planning. Audit Team members should review the following documents and materials, preferably in advance of the on-site visit:

1. Student / Staff Code of Conduct
2. Data on Student Discipline Referrals
3. Criminal Data (reported by the school and by the surrounding community)
4. Blueprint of the school
5. Crisis Management Plan

The checklist does not take the place of crisis management plans or emergency plans but supports the testing and adequacy of these plans. Standards set by the law must be met and followed where they may conflict with the items on the checklist. School safety and security requires policies and procedures for management of disciplinary issues and dangerous students as outlined in the Policies and Procedures Handbook.

<table>
<thead>
<tr>
<th>SCHOOL EXTERIOR AND PLAY AREAS</th>
<th>YES</th>
<th>NO</th>
<th>IMPLEMENT</th>
<th>IMPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School grounds are fenced?</td>
<td></td>
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<tr>
<td>2. What kind?</td>
<td></td>
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<tr>
<td>3. If yes, approximate height (Security fencing should meet zoning and code standards. Best height prevents unauthorized entry and is 2 – 2.5 m. tall with a turned top to restrict scaling). Are gates secured by locks?</td>
<td></td>
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<td>4. There is one clearly marked and designated entrance for visitors.</td>
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<tr>
<td>5. Signs are posted for visitors to report to main office through a designated entrance.</td>
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</tbody>
</table>
6. Restricted areas are clearly marked

7. Shrubs and foliage are trimmed to allow for good line of sight. (1.5 – 2.5 m. rule)

8. All poisonous shrubs, trees, and foliage have been removed.

9. Shrubs near building have been trimmed "up" to allow view of bottom of building.

10. Bus loading and drop-off zones are clearly defined.

11. Access to bus loading area is restricted to other vehicles during loading/unloading.

12. Staff is assigned to bus loading/drop off areas.

13. There is a schedule for maintenance of:

   a. Outside lights
   b. Locks/Hardware
   c. Storage Sheds
   d. Windows
   e. Other exterior buildings

14. Parent drop-off and pick-up area is clearly defined. Speed bumps are in place to restrict vehicle speeds.
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<tr>
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<tbody>
<tr>
<td><strong>15.</strong> There is adequate lighting around the building.</td>
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<tr>
<td><strong>16.</strong> Lighting is provided at entrances and points of possible intrusion.</td>
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<tr>
<td><strong>17.</strong> The school ground is free from trash or debris.</td>
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<tr>
<td><strong>18.</strong> The school is free of graffiti.</td>
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<tr>
<td><strong>19.</strong> Play areas are fenced. Visual surveillance of playground areas is possible from a single point.</td>
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<tr>
<td><strong>20.</strong> Playground equipment has tamper-proof fasteners</td>
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<tr>
<td><strong>21.</strong> Visual surveillance of bicycle racks is possible.</td>
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<tr>
<td><strong>22.</strong> Visual surveillance of parking lots from main office is possible</td>
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<tr>
<td><strong>23.</strong> Parking lot is lighted properly and all lights are functioning</td>
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<tr>
<td><strong>24.</strong> Accessible light lenses are protected by some unbreakable material</td>
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<tr>
<td><strong>25.</strong> All areas of school buildings and grounds are accessible to patrolling security vehicles.</td>
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<tr>
<td><strong>26.</strong> Driver education vehicles are secure.</td>
<td></td>
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</tbody>
</table>
27. Students/Staff are issued parking stickers for assigned parking areas

28. Student access to parking area is restricted to arrival and dismissal times.

29. Staff and visitor parking has been designated

30. Outside hardware has been removed from all doors except at points of entry.

31. Ground floor windows:
   a. no broken panes,
   b. locking hardware in working order

32. Basement windows are protected with grill or well cover

33. Doors are locked when classrooms are vacant.

34. High-risk areas are protected by high security locks and an alarm system
   a. Main office
   b. Cafeteria
   c. Computer Labs
   d. Industrial Arts rooms
<p>| | |</p>
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<tr>
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<tbody>
<tr>
<td>e.</td>
<td>Science labs</td>
</tr>
<tr>
<td>f.</td>
<td>Nurses Office</td>
</tr>
<tr>
<td>g.</td>
<td>Boiler Room</td>
</tr>
<tr>
<td>h.</td>
<td>Electrical Rooms</td>
</tr>
<tr>
<td>i.</td>
<td>Phone line access closet</td>
</tr>
</tbody>
</table>

35. Unused areas of the school can be closed off during after school activities.

36. There is two-way communication between the main office and:

   a. Classroom (each classroom has a phone or direct intercom connection)
   b. Duty stations
   c. Re-locatable classrooms
   d. Staff and faculty outside building (all locations have communications)
   e. Buses

37. Students are restricted from loitering in corridors, hallways, and restrooms.

38. "Restricted" areas are properly identified.
39. There are written policies restricting student access to school grounds and buildings.

<table>
<thead>
<tr>
<th>SCHOOL INTERIOR</th>
<th>YES</th>
<th>NO</th>
<th>IMPLEMENT</th>
<th>IMPROVE</th>
</tr>
</thead>
</table>

40. There is a central alarm system in the school. If yes, briefly describe:

41. The main entrance is visible from the main office.

42. There is only one clearly marked and designated entrance for visitors.

43. Multiple entries to the building are controlled and supervised.

44. Administrative staff maintain a highly visible profile

45. Signage directing visitors to the main office are clearly Posted

46. Visitors are required to sign in.

47. Visitors are issued I.D. cards or badges.

48. Proper identification is required of vendors, repairmen.

49. All staff - Full and part-time staff are issued ID cards that are worn in a manner that is visible at all times

50. The following areas are properly lighted:
<p>| | | | | |</p>
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</thead>
<tbody>
<tr>
<td></td>
<td>a. Hallways</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Bathrooms</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>c. Stairwells</td>
<td></td>
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<tr>
<td>51.</td>
<td>Hallways and Bathrooms are supervised by staff.</td>
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<tr>
<td>52.</td>
<td>The bathroom walls are free of graffiti.</td>
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<tr>
<td>53.</td>
<td>Doors accessing internal courtyards are securely locked from the inside</td>
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<tr>
<td>54.</td>
<td>Exit signs are clearly visible and pointing in the correct direction.</td>
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<tr>
<td>55.</td>
<td>Switches and controls are properly located and protected.</td>
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<tr>
<td>56.</td>
<td>Access to electrical panels is restricted.</td>
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<tr>
<td>57.</td>
<td>Directional lights are aimed at the building.</td>
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<tr>
<td>58.</td>
<td>School files and records are maintained in locked, vandal proof, fireproof containers or vaults.</td>
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<tr>
<td>59.</td>
<td>The school maintains a record of all maintenance on doors, windows, lockers, or other areas of the school.</td>
<td></td>
<td></td>
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<tr>
<td>60.</td>
<td>If a classroom is vacant, students are restricted from entering the room alone.</td>
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</tbody>
</table>
61. Friends, relatives or non-custodial parents are required to have written permission to pick up a student from school.

62. Students are required to have written permission to leave school during school hours.

63. Full and part-time staff, including bus drivers, are issued I.D. cards or other identification.

64. There are written policies regarding access and control of school personnel using the building after school hours.

65. Staff members who remain after school hours are required to sign out.

66. Faculty members are required to lock classrooms upon leaving.

67. One person is designated to perform the following security checks at the end of day:

   a. That all classrooms and offices are empty and locked

   b. All restrooms are empty

   c. All locker rooms are empty

   d. Check all exterior entrances are locked

   e. Check all night lights are working
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>f.</strong> Check the alarm system</td>
<td></td>
</tr>
<tr>
<td><strong>68.</strong> The telephone numbers of the principal or other designated contact person are provided to the police department so the police can make contact in the event of a suspicious or emergency situation.</td>
<td></td>
</tr>
<tr>
<td><strong>69.</strong> Law enforcement personnel and/or community residents monitor school grounds after school hours.</td>
<td></td>
</tr>
<tr>
<td><strong>70.</strong> All school equipment is permanently marked with an Identification Number.</td>
<td></td>
</tr>
<tr>
<td><strong>71.</strong> An up-to-date inventory is maintained for all expendable school supplies.</td>
<td></td>
</tr>
<tr>
<td><strong>72.</strong> Secure storage is available for valuable items</td>
<td></td>
</tr>
<tr>
<td>a. During school hours</td>
<td></td>
</tr>
<tr>
<td>b. After school</td>
<td></td>
</tr>
<tr>
<td><strong>73.</strong> There is a policy for handling cash received at the school.</td>
<td></td>
</tr>
<tr>
<td><strong>74.</strong> There is regular maintenance and/or testing of the entire security alarm system at least every six months.</td>
<td></td>
</tr>
<tr>
<td><strong>75.</strong> Are classrooms numbered with reflective material:</td>
<td></td>
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<tr>
<td>a. Over door</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>b.</td>
<td>On bottom of door</td>
</tr>
<tr>
<td>c.</td>
<td>On an exterior window (Visible to Emergency Responders)</td>
</tr>
<tr>
<td>76.</td>
<td>Has consideration been given to replacing interior doors with large windows to doors with small windows</td>
</tr>
<tr>
<td>77.</td>
<td>Has consideration been given to replacing present classroom locks with locks that can be activated from the inside</td>
</tr>
<tr>
<td>78.</td>
<td>Does the P.A. system work properly</td>
</tr>
<tr>
<td>a.</td>
<td>Can it be accessed from several areas in the school</td>
</tr>
<tr>
<td>b.</td>
<td>Can it be heard, and understood, outside</td>
</tr>
<tr>
<td>79.</td>
<td>Has consideration been given to establishing a greeters window inside first set of exterior doors (must be manned at all time)</td>
</tr>
<tr>
<td>80.</td>
<td>Are convex mirrors used to see around corners in hallways</td>
</tr>
<tr>
<td>81.</td>
<td>Are convex mirrors used to see up and down stairwells</td>
</tr>
<tr>
<td>82.</td>
<td>Do all exterior doors have signs requiring visitors to report to the main office to sign in and obtain I.D.</td>
</tr>
<tr>
<td>83.</td>
<td>Has consideration been given to installing Proximity Readers on certain exterior doors.</td>
</tr>
<tr>
<td>Question</td>
<td></td>
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<tr>
<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>84. Has consideration been given to installing strobe lights or flashing lights on exterior of building to warn staff and students outside of problems</td>
<td></td>
</tr>
<tr>
<td>85. How do you communicate during emergencies</td>
<td></td>
</tr>
<tr>
<td>a. Two way radios</td>
<td></td>
</tr>
<tr>
<td>b. Cell phones</td>
<td></td>
</tr>
<tr>
<td>c. Pagers</td>
<td></td>
</tr>
<tr>
<td>d. Other</td>
<td></td>
</tr>
<tr>
<td>86. Who is issued two way radios</td>
<td></td>
</tr>
<tr>
<td>a. Administrators</td>
<td></td>
</tr>
<tr>
<td>b. Custodians</td>
<td></td>
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<tr>
<td>c. Members of the Emergency Response Team</td>
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<tr>
<td>d. Other</td>
<td></td>
</tr>
<tr>
<td>87. There is a control system in place to monitor keys and duplicates.</td>
<td></td>
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<tr>
<td>88. Exterior light fixtures are securely mounted.</td>
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<tr>
<td>89. Mechanical rooms and hazardous storage areas are locked.</td>
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<tr>
<td><strong>90.</strong> Fire drills are conducted as required by law</td>
<td></td>
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<tr>
<td><strong>91.</strong> A record of health permits is maintained.</td>
<td></td>
</tr>
<tr>
<td><strong>92.</strong> A record of Fire Inspection by the local or state Fire Officer is maintained.</td>
<td></td>
</tr>
<tr>
<td><strong>DEVELOPMENT / ENFORCEMENT OF POLICIES</strong></td>
<td><strong>YES</strong></td>
</tr>
<tr>
<td><strong>93.</strong> The Student Conduct Policy is reviewed and updated annually.</td>
<td></td>
</tr>
<tr>
<td><strong>94.</strong> A visitor policy is in effect, requiring a sign-in procedure for all visitors, including visible identification. All staff are trained to challenge any visitor without identification.</td>
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</tr>
<tr>
<td><strong>95.</strong> The school has a Crisis Management Plan in effect that is reviewed and updated annually.</td>
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<tr>
<td><strong>96.</strong> The Incident Command System is an integral part of the Safety Plan.</td>
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<tr>
<td><strong>97.</strong> A chain-of-command has been established for the school when the principal and/or other administrators are away from the building.</td>
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<tr>
<td><strong>98.</strong> The school has implemented pro-active security measures on campus, at school-sponsored activities, and on all school property (i.e., school buses).</td>
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<tr>
<td><strong>99.</strong> Disciplinary consequences for infractions to the Code of Conduct are fairly and consistently enforced.</td>
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<td></td>
<td>Alternatives to suspensions and expulsions have been built into the discipline policy and are consistently used.</td>
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<tr>
<td>101.</td>
<td>Behavioral expectations and consequences for violations are clearly outlined in the Code of Conduct, including sanctions for weapon and drug offenses and all other criminal acts.</td>
</tr>
<tr>
<td>102.</td>
<td>Parents are an integral part of the schools safety planning and policy making.</td>
</tr>
<tr>
<td>103.</td>
<td>Parents are an integral part of students discipline procedures and actions.</td>
</tr>
<tr>
<td>104.</td>
<td>The policy provides a system(s) whereby staff and students may report problems or incidents anonymously.</td>
</tr>
<tr>
<td>105.</td>
<td>Specific policies and/or procedures are in place that detail staff members’ responsibilities for monitoring and supervising students outside the classroom, such as in hallways, cafeteria, rest rooms, etc.</td>
</tr>
<tr>
<td>106.</td>
<td>The school has implemented and communicated a pro-active policy regarding parental actions during sporting events.</td>
</tr>
<tr>
<td>107.</td>
<td>All Violations of state and federal law are reported to law enforcement.</td>
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<tr>
<td>108.</td>
<td>An incident reporting procedure for disruptive and violent students and incidents has been established in accordance with the Azeri Legislation requirements.</td>
</tr>
<tr>
<td>109.</td>
<td>Records or data have been established and are analyzed to identify recurring problems.</td>
</tr>
<tr>
<td>110.</td>
<td>Accident reports are filed when a student is injured on school property or during school-related activities.</td>
</tr>
<tr>
<td>111.</td>
<td>The incident reporting system is reviewed and updated annually.</td>
</tr>
<tr>
<td><strong>INTERVENTION AND PREVENTION PLANS</strong></td>
<td><strong>YES</strong></td>
</tr>
<tr>
<td>112.</td>
<td>Students have access to conflict resolution programs.</td>
</tr>
<tr>
<td>113.</td>
<td>Students are assisted in developing anger management skills.</td>
</tr>
<tr>
<td>114.</td>
<td>Diversity awareness is emphasized.</td>
</tr>
<tr>
<td>115.</td>
<td>Programs are available for students who are academically at-risk.</td>
</tr>
<tr>
<td>116.</td>
<td>Students may seek help without the loss of confidentiality.</td>
</tr>
<tr>
<td>117.</td>
<td>Students and parents are aware of community resources.</td>
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<tr>
<td><strong>118.</strong> Students and staff are aware of bullying consequences and programs are in place to prevent verbal, physical, and non-physical bullying such as emails, threats, and exclusion.</td>
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<tr>
<td><strong>119.</strong> Character education is taught as part of the curriculum.</td>
<td></td>
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<tr>
<td><strong>STAFF DEVELOPMENT</strong></td>
<td>YES</td>
</tr>
<tr>
<td><strong>120.</strong> Administrators and staff (including security and law enforcement personnel) are trained in conflict resolution methods.</td>
<td></td>
</tr>
<tr>
<td><strong>121.</strong> Administrators and staff (including security and law enforcement personnel) are trained in implementation of the Crisis Management Plan and have the training updated annually.</td>
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</tr>
<tr>
<td><strong>122.</strong> Administrators and staff are trained in personal safety.</td>
<td></td>
</tr>
<tr>
<td><strong>123.</strong> School security officers (NOT law enforcement) receive in-service training for their responsibilities.</td>
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</tr>
<tr>
<td><strong>124.</strong> School Resource Officers (law enforcement) receive in-service training for their responsibilities.</td>
<td></td>
</tr>
<tr>
<td><strong>125.</strong> School volunteers receive training to perform their duties.</td>
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<tr>
<td><strong>126.</strong> Teachers and staff are made aware of their legal responsibilities for the enforcement of safety rules, policies, and state and federal laws.</td>
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<tr>
<td>127. School safety and violence prevention information is regularly provided as part staff development plan.</td>
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<tr>
<td>128. Staff development opportunities extend to support staff, including cafeteria workers, custodial staff, secretarial staff, and bus drivers.</td>
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<tr>
<td><strong>OPPORTUNITIES FOR STUDENT INVOLVEMENT</strong></td>
<td>YES</td>
</tr>
<tr>
<td>129. Students are represented on the School Safety Team.</td>
<td></td>
</tr>
<tr>
<td>130. The school provides opportunities for student leadership related to violence prevention and safety issues.</td>
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<tr>
<td>131. The school provides adequate recognition opportunities for all students.</td>
<td></td>
</tr>
<tr>
<td>132. Students are adequately instructed in their responsibility to avoid becoming victims of violence (i.e., by avoiding high-risk situations)</td>
<td></td>
</tr>
<tr>
<td><strong>LEVEL OF PARENT AND COMMUNITY INVOLVEMENT</strong></td>
<td>YES</td>
</tr>
<tr>
<td>133. The community supports the school’s programs and activities that teach safety and non-violence.</td>
<td></td>
</tr>
<tr>
<td>134. School activities, services, and curricula reflect the characteristics of the students and the community.</td>
<td></td>
</tr>
</tbody>
</table>
135. School safety planning reflects the neighbourhood, including crime and hazardous conditions.

136. Parents are an integral part of the school’s safety planning and policymaking.

137. Parents are aware of behavioural expectations and are informed of changes in a timely manner.

138. Local businesses and other community groups are involved in the school’s safety planning.

<table>
<thead>
<tr>
<th>ROLE OF LAW ENFORCEMENT</th>
<th>YES</th>
<th>NO</th>
<th>IMPLEMENT</th>
<th>IMPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>139. Incidents of crime that occur on school property or at school-related events are reported to law enforcement.</td>
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<tr>
<td>140. Law Enforcement is consulted on matters that may fall below the threshold of criminal activity.</td>
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<tr>
<td>141. Law enforcement personnel are an integral part of the school’s safety planning process. Law enforcement and fire departments have complete current campus maps, floor plans and diagrams showing the location and use of all rooms and critical materials such as chemicals and utility shut-off. Police and fire departments have had tours of the buildings and opportunities to familiarize themselves with the campus.</td>
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<tr>
<td>142. The school has developed an effective partnership with local law enforcement.</td>
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</tbody>
</table>
143. The school and local law enforcement have developed a written agreement of understanding, defining the roles and responsibilities of both.

144. Law enforcement personnel provide a visible presence on campus during school hours and at school related events.

145. Local law enforcement provides after hours patrols of the school site.

<table>
<thead>
<tr>
<th>DEVELOPMENT OF A CRISIS MANAGEMENT PLAN</th>
<th>YES</th>
<th>NO</th>
<th>IMPLEMENT</th>
<th>IMPROVE</th>
</tr>
</thead>
</table>

146. The school has a Crisis Management Plan.

   a. Reviewed on an annual basis

   b. Plan developed by the building safety team and reviewed by management.

   c. Team membership is open to all employees and student representatives

147. The school has established a well-coordinated emergency plan with law enforcement and other crisis response agencies.

148. Categories listed in the plan should include, but may not be limited to, the following:

   a. Natural Disasters

   b. Accidents
<p>| | | | | |</p>
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<thead>
<tr>
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<tbody>
<tr>
<td>c.</td>
<td>Acts of Violence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Death</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Loss of power</td>
<td></td>
<td></td>
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<tr>
<td>f.</td>
<td>Fire</td>
<td></td>
<td></td>
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<tr>
<td>g.</td>
<td>Earthquake</td>
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</tbody>
</table>

149. The following components of the Crisis Management Plan are practiced on a quarterly basis

<p>| | | | | |</p>
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<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Lockdown</td>
<td></td>
<td></td>
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<tr>
<td>b.</td>
<td>Lockout</td>
<td></td>
<td></td>
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<tr>
<td>c.</td>
<td>Shelter in place</td>
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<tr>
<td>d.</td>
<td>Evacuation of Building (can be done on a semi-annual basis)</td>
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</table>

<table>
<thead>
<tr>
<th>STANDARDS FOR SECURITY PERSONNEL</th>
<th>YES</th>
<th>NO</th>
<th>IMPLEMENT</th>
<th>IMPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>150. This school does employ security personnel.</td>
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<tr>
<td>151. Pre-employment background checks are conducted for security personnel.</td>
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<tr>
<td>152. School security personnel meet a standard for training and qualifications as mandated by relevant authorities.</td>
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<tr>
<td>153.</td>
<td>Security personnel have clearly defined roles and responsibilities.</td>
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</tr>
<tr>
<td>154.</td>
<td>Security personnel are involved in the school’s safe school planning process.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>155.</td>
<td>Security personnel are knowledgeable about youth service providers, both in and out of the school.</td>
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</table>

While one size does not fit all the basic concepts identified by this checklist are important to provide a safe and secure school environment. The completed checklist will provide us with a snapshot of the state of the school with regards to basic safety and security. The checklist should be completed periodically, at least every year to help keep abreast of conditions and reported to the Board. Every term the checklist should be reviewed and action items status reported to the Board.
10 Tips for School Security

The “ABCs” of Loss Prevention
Recent tragedies have magnified the threat of school violence in the minds of students, parents and educators. Unfortunately, the reactionary response is to purchase trendy equipment in an attempt to upgrade security. Before spending valuable school funds, however, it is crucial to take a more thorough approach. In fact, since the primary purpose of schools is to teach, why not make educated decisions?

Here are 10 areas to consider in effectively reducing the risk to school security:

1. Management
2. Assets
3. Threats
4. Deterrence
5. Detection
6. Delay
7. Response
8. Mitigation
9. Briefings & Drills
10. Risk Prioritization

1. MANAGEMENT
Schools today are very good at managing "safety" programs. For emergencies, like fire and natural disasters, schools have well-developed plans. These plans include actions to be taken by students and staff. The actions include clearly defined roles and procedures that are both documented in formal written plans and practiced regularly. Unfortunately, many schools lack this same level of preparation when it comes to the security. The cornerstone of a good security program is a comprehensive security plan. This plan should be a living document detailing current assets, threats, hardware, procedures, etc. Teachers, staff and administrators should be familiar with the contents and understand their specific roles and responsibilities. Finally, management of the plan should be well defined. Those in responsibility must be held accountable for its effectiveness.

2. ASSETS
All security programs are developed for the same purpose - the protection of assets. Not all programs, though, are protecting the same assets. Those developing a security plan must ask and answer the question, "What is the program going to protect?" Assets can take many forms, ranging from people (students, staff and visitors), to facilities (buildings, grounds, equipment, furniture and supplies), to information (records and files). Assets should be identified and prioritized. Children, quite obviously, are of highest priority. Physical facilities, on the other hand, typically fall lower on the list. When drafting and prioritizing the asset list, it is important to get the input of everyone affected by and involved in the security program.

3. THREATS
Just as assets are listed and prioritized, threats to those assets must also be. Threats are defined as the people that the security program must protect against. Additionally, threats can be either internal or external. Examples of school threats include students, staff, disgruntled family members and community offenders. Once identified, threats must be accurately described. Such a description should include the number of people acting together to commit the act, the behaviours and characteristics of the people, and the degree of the threat. Schools can use many different sources of information to develop threat
descriptions. Demographic data can predict threat levels. School incident logs provide historical data and patterns. Police registrations can identify potential community threats. The information from these and other sources should be collected and used to build the threat list.

4. DETERRENCE
Deterrence is one of the most basic elements of a security program. The goal of the deterrence is to keep a security incident from being attempted. The key to deterrence is high visibility. Signs can draw attention to security features and policies. Effective lighting can eliminate dark areas and shadows that serve as hiding places. Well-marked guards and escorts can make people on the school grounds more difficult and/or less attractive targets. In short, if your school makes aspects of its security program very visible, certain threats will choose to go elsewhere.

5. DETECTION
Detection is the first of three components of a security system. Delay and response are the other two components, but are dependent on detection occurring first. Successful detection requires two steps. First, a sensor must signal that a security incident has occurred and send an alarm. Second, someone must identify and assess the cause of the alarm. For example, a door sensor will send an alarm when a door is opened. Assessment may be achieved by an on-site respondent or remotely via CCTV. In some cases, sensing and assessment may be performed by the same element. For example, a staff member may observe a trespasser (sensing) and use a two-way radio to report the incident (assessment). Security systems are designed to operate in two modes. Generally, the first mode is during daytime when facilities are open and the second mode is during nighttimes when facilities are closed. Even though the security system uses different methods in different modes, the system must maintain a balanced profile. In other words, the ability of the system to detect an incident must be equivalent for both daytime and nighttimes.

6. DELAY
Delay in a school is not simply about locks and doors, but about the door itself and other surfaces adjacent to the door. Doors include hinges, glazing and the basic construction. For interior doors a basic need is to list all of the doors in the school by room number. Next, determine the use for the room (i.e. teaching, administrative, utility, etc.). Finally, list room function (i.e. standard classroom, computer lab, etc.). Obviously, the computer lab is a more attractive target for theft than the typical classroom. For daytime use, a simple door bolt on the door will allow the teacher to quickly secure the room from the inside to prevent a series of violent acts from progressing unimpeded from room to room. At one school we visited, the teachers are instructed to lock their doors when the security alarm sounds. Unfortunately, teachers have to find their keys, go into the hallway to set the locks, re-enter the room and close the doors behind them! The total time to lock the doors is more than 60 seconds and the teachers risk exposure to hallway activity.

7. RESPONSE
Response is based on a security person arriving at an incident on campus in a timely manner. As a general rule, the first responder must act within two minutes or fewer from the time an alarm is reported. The local law enforcement agency is typically 15 minutes away from responding. Obviously, the campus security has to be ready to respond quickly. Important questions that involve policy, procedures and training include: What are the security persons trained and equipped to do (i.e. simple assessment, mitigate an escalation of the incident, etc.)? Do they use physical force to restrain or interrupt altercations? Are they armed and can they use deadly force to protect themselves, students and faculty? All telephones should have a list of local law enforcement numbers posted nearby. We
know of one school whose property spans two incorporated towns as well as county property. Who is called first and who has jurisdiction? Liaison on a regular basis is important so that police know of the current status of facilities, enrolment and incidents.

8. MITIGATION
Mitigation involves actions after an incident has occurred or during an incident of long duration, such as a hostage situation. The long duration incident usually makes use of either an improvised or fixed emergency management centre. Those in charge must have familiarity with the facility and surrounding area. Current facility maps and floor plans depicting doors, windows, etc. should be on hand. Other important information that should be noted includes: stairwells, lighting panels, telephones (including their numbers), fire panels, HVAC controls, gas lines, etc. A simple, "walk through" videotape recording hallways, doors and office information should also be available to provide cognitive orientation. This information should be readily accessible at an alternate location. A central repository for the school district is not a good idea. One possibility is to retain the information at a sister school in a reciprocal relationship.

9. BRIEFINGS & DRILLS
Regular awareness training, briefings and drills for students, staff and PTL help correct problems before an incident occurs. Security awareness should be as much a part of contemporary school life as are "D.A.R.E" programs. Signage in school hallways should serve as action reminders when strangers, unlocked doors, etc. are found. Prompt notification of trained security personnel will address issues and may deter or prevent a more serious incident. Practicing security drills is as important as practicing fire drills - both are emergencies. Staff and students should know the difference in their roles. In a fire drill they should leave the building in an orderly manner and go to a prescribed assembly area. In a security drill they should remain in the room and move in an orderly manner to a designated area away from the door while the teachers lock the door.

10. RISK PRIORITIZATION
Schools are bound by budgets. Funds must, therefore, be wisely used to "balance" security and, thus, risk. Risk is directly proportional to the threat. A school without risk is unobtainable and unaffordable. As risk is balanced across school facilities, it must also be balanced across a district or geographical area. Additionally, it should be taken into account that demographics and situations change regularly. Risk is reduced not just with gadgets and guards but with a disciplined program of management-deterrence-detection-delay-response-mitigation that is measured, tested and drilled. Funding should be prioritized and allocated so that the individual school or district improves uniformly from poor to fair to good to excellent - just like a remedial program for a student that has "fallen behind."

A thoughtful consideration of the 10 areas described above is foundational in addressing school security. There is no way to overestimate the value of providing children with a safe learning environment. Detecting, correcting and protecting are, indeed, important assignments.
DROP OFF AND PICK UP Routines

EYFS
The Drop Off and Pick Up area is in the hall inside the EYFS entrance. The Security Officer is obliged to ask for valid ID in case he does not know the Parent(s)/Guardian(s). All parents entering the premises must sign in and receive a visitors badge. Alternatively the school can issue a badge to parents and guardians who do the regular drop off and pick up. Minimum one member of staff who knows the children will be there to receive them. Parent(s)/Guardian(s) are allowed to enter the hallway inside the entrance, but not further.

When parents/guardians pick up students, a member of staff must be present who knows the student’s parent/guardian. Should another person come to pick up the student, the member of staff should ask to see valid ID and the authorisation form. In cases where a parent or guardian presents allegation against the school with regards to the drop off or pick up, video evidence from the CCTV surveillance may be used.

Key Stage 1
The Drop Off and Pick Up area is in the hall inside the main entrance, by the reception. The Security Officer is obliged to ask for valid ID in case he does not know the Parent(s)/Guardian(s). All parents entering the premises must sign in and receive a visitors badge. Alternatively the school can issue a badge to parents and guardians who do the regular drop off and pick up. Minimum one member of staff who knows the children will be there to receive them. Parent(s)/Guardian(s) are allowed to enter the hallway inside the entrance, but not further.

When parents/guardians pick up students, a member of staff must be present who knows the student’s parent/guardian. Should another person come to pick up the student, the member of staff should ask to see valid ID and the authorisation form. In cases where a parent or guardian presents allegation against the school with regards to the drop off or pick up, video evidence from the CCTV surveillance may be used.

Key Stage 2 – Key Stage 4
Drop Off Routine
Unless otherwise agreed, students should arrive between 07.50 – 07.55. There will be members of staff to receive the children and take them to their classes. Students who arrive later than this might be asked to wait at the security gate until a member of staff organize the reception.

Pick Up Routine
Parents/Guardians will wait for the students outside the security gate, where they will be brought by their teachers. Students line up in a file, and are released as the teacher identify the parent/guardian. Parents must ensure that students are dressed according to the weather. Parents are asked to arrive on time. The children will normally be released at 16:15. In cases where a parent or guardian presents allegation against the school with regards to the drop off or pick up, video evidence from the CCTV surveillance may be used.
**General**

Please respect our crossing guards, both students and adults, who volunteer their time to assist students safely through crosswalks and help guide the flow of traffic. They are working so hard and appreciate your cooperation.

We have had several instances where the traffic flow pattern has not been followed, and students have had narrow misses with cars in the wrong location or speeding through the parking lots and street. Thank you very much for helping us to keep all of our BTEC students safe and traffic moving along!

We encourage you to have your child ride the bus or walk to school with a group of other children. You can also carpool with neighbours. Traffic around BTEC is very dense and fast-moving during drop-off and pick-up times. Fewer vehicles make the transition easier for everyone.

If you need to drive to school to drop your child(ren) off, please follow these guidelines:

- Pull as far forward as possible in the drop-off/pick-up lane. Drop off or pick up your child(ren) and then pull ahead to the exit.
- Remain in your car at all times, and stay off of your cell phone.
- Keep the line moving. If you need to talk with another parent or teacher, please park your vehicle in a parking space.
- If you choose to park your car, park only in designated parking spaces. Do not park in or block the fire lane.
- Have patience! Plan for a few extra minutes in your morning or afternoon routine if you drop your child(ren) off or pick them up.
- Parents must drop off children in the designated area only!
- Look for children all the time
- Please talk with your child to discuss your plans for drop-off and pick-up so they know where to go and when to be there
THIRD PARTY PICK-UP AUTHORISATION FORM

To ensure the safety of all students, it is very important to have on file authorization for someone, other than yourself, to pick up your child. This copy will be on file in the office. We will request to see the ID of the individual picking up the child. CHILDREN WILL ONLY BE RELEASED TO PERSONS LISTED ON THIS PICK-UP AUTHORIZATION FORM, UNLESS A SIGNED AND DATED NOTE FROM THE PARENT IS RECEIVED TO AUTHORIZE ANYONE ELSE. NO CHILD WILL BE RELEASED TO AN UNAUTHORISED PERSON. Thank you.

Daytime Emergency Phone #1: (# we will most likely reach you ASAP-cell, work, or home)

Parent/Guardian #1 ________________________ Phone # ________________

Parent/Guardian #2 ________________________ Phone # ________________

(Child’s Name) __________________________ (Grade) ________________ (Teacher’s Name) __________________________

(Child’s Name) __________________________ (Grade) ________________ (Teacher’s Name) __________________________

(Child’s Name) __________________________ (Grade) ________________ (Teacher’s Name) __________________________

(Child’s Name) __________________________ (Grade) ________________ (Teacher’s Name) __________________________

I, __________________________, authorize the following person(s) to pick up my child/children from BTEC.

(Name) __________________________ (ID-number) ________________ (Relationship) ________________ (Phone) ________________

(Name) __________________________ (ID-number) ________________ (Relationship) ________________ (Phone) ________________

(Name) __________________________ (ID-number) ________________ (Relationship) ________________ (Phone) ________________

Special conditions: ____________________________________________________________________________

___________________________________________________________________________________________

Valid from: ________________ to: ________________

Parent/Guardian Signature: __________________________ Date: ________________
ONE-TIME PICK-UP AUTHORISATION FORM

Parent/Guardian: ___________________________  Phone #: ___________________________

(Child’s/Children’s Name)

_________________________  ___________________________
(Grade(s))  (Teacher(s))

I, ___________________________, authorize the following person(s) to pick up my child/children

from Sage College on the ___________________________

_________________________  ___________________________  ___________________________  ___________________________
(Name)  (ID-number)  (Relationship)  (Phone)

Parent/Guardian Signature: ___________________________  Date: ___________________________
<table>
<thead>
<tr>
<th>Date</th>
<th>Name in Block Letters</th>
<th>Signature</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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