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International Institute
for Capacity Building
in Africa

School safety manual

Tools for teachers

Education 2030

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Education
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in Africa

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Foreword

This manual was produced as part of the *Teacher Training and Development for Peace-building in the Horn of Africa and Surrounding Countries* project and aims to introduce teachers to the knowledge and skills needed for the establishment, maintenance and sustainment of basic school safety. As more children are enrolling in school in Africa, creating a safe and peaceful environment must be a top priority of teachers and educational institutions.

The responsibility of schools to provide a safe environment for their students has been affirmed in the United Nations (UN) Sustainable Development Goal (SDG) four on Education. Target 4.a states:

> Build and upgrade education facilities that are child, disability and gender sensitive and **provide safe, nonviolent, inclusive and effective learning environments for all**.
>
> (2015, bold added for emphasis)

A school should be a safe space for all students. It should be a place free of violence and discrimination. Safe schools are a vehicle for disseminating knowledge about possible risks and conflicts in surrounding areas and how students can protect themselves from such exploitation. Students are taught how to prepare for, respond to and rebuild in the face of emergencies. A school should always be a place where students are safe and protected.

It is a teacher's responsibility to ensure the safety and well-being of students who are in their charge. They can take pride in the fact that they are well-versed in safety knowledge and skills. Parents will trust them knowing that they have taught the students how to be safe and extensively practiced

emergency protocols in the form of drills. Community members will also be proud of the school and are more apt to support it when resources are scarce or when opposition to schooling emerges. By following these guidelines, in conjunction with formal training, teachers will be ensuring a safe, happy and healthy learning environment in which they and their students can thrive.

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List of terms

Classroom management: the rules, procedures and daily routines of a classroom that impact the effectiveness of teaching and learning. Classroom management can be a top-down approach, where the teacher sets all rules, procedures and routines, or, ideally it can be participatory in which the students play a role in establishing classroom norms.

Development: the physical, cognitive, emotional, social and moral/ethical changes that start at birth and go on into adulthood. Such changes are influenced by basic care, nutrition, schooling and the social and physical environment in which one lives. Schooling has the potential to positively impact development.

Discipline: this term refers to both the guidance and consequences delivered by a teacher (positive and negative) to their students, as well as the personal character traits that are cultivated in a student that lead to successful learning and self-regulation. For the purposes of this manual, this shall refer to the guidance and consequences delivered by the teacher.

Emergencies: natural and man-made disasters that influence the physical and mental safety of a community of individuals. Emergencies can include, but are not limited to, earthquakes, tsunamis, floods, war, community violence, kidnappings and political upheaval.

Fragile state: the state of instability in a community, state, or country that come before, during and after a man-made emergency occurs. The result of instability is often a limitation or denial to a group of people the basic human rights established in the Universal Declaration of Human rights established by the United Nations in 1948.

Psycho-social: refers to the interaction between the psychology of the individual and the social environment to which that individual belongs. This term acknowledges that the environment and life-experiences of a student can have major impacts on psychological health and the student can further impact the social environment of which they are a part. These impacts can be positive or negative.

Risk factors: elements of a student's environment and personal psychology that may contribute to negative psychological impacts or threaten the physical safety and individual rights of a student. Risk factors can include living in a seismically-active or war zone, being from an impoverished family, being a minority, or being female and or being responsible for a large number of siblings.

School safety: refers to the process of establishing and maintaining a school that is a physically, cognitively and emotionally safe space for students and staff to carry out learning activities. This can include procedures for maintaining a structurally sound building, conducting emergency drills and having an outlet for students and staff to report abuses or concerns.

Violent extremism: the encouragement and willingness of an individual or group to use physical, mental and/or emotional violence to achieve a particular end that are usually politically and/or religiously motivated. This end is usually connected to a set of personal or group values and beliefs.

Well-being: the overall condition of an individual based on their physical, cognitive and emotional states. Students and teachers can actively promote positive well-being in themselves and each other through physical and mental care for themselves and one another.

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Unit 1

Basics of school safety

Aims and Objectives

At the end of this unit, participants will:

Understand the basic components and considerations of a safe school

Know what to look for to ensure a structurally sound school campus

A safe school is one that ensures the health, safety and security of the learner during times of normal operation as well as during emergencies. Such a school is structurally sound and can withstand potential hazards. A safe school is one that is surrounded by a community that is committed to safety. This type of school experiences minimal disruption during emergencies (UNISDR, 2010). Inclusive to such an environment are elements of what a safe school feels like and what a safe school looks like. While some of the elements of safety contained in this unit may be out of your control, it is important that you, as a teacher, are aware of them so that you may advocate for the right to safety of your students, your peers and yourself.

1.1: What a safe school feels like

A safe school has a certain feeling, that when you enter, surrounds you with a sense of both calm and excitement. Calm, because you know you are in a physical, emotional and cognitive safe space that makes you forget about outside troubles. Excitement, because you can allow yourself to be immersed in the wonders and challenges of learning and future possibilities. However, these spaces don't just magically appear. A person feels safe when they know their physical, nutritional and emotional well-being is being looked after through a system of structural and procedural supports that promote their development. A safe school has mechanisms in place that ensure safety and continuity through emergency situations, ensure nutritional soundness in their students and staff, foster a positive school climate and allow for the anonymous reporting of abuses. The following sections will help you expand upon these ideals to help foster a sense of security and teamwork amongst students and staff.

1.1.1: Safe schools have proper plans outlined for emergencies

In creating a safe school environment, one of the most important aspects is planning. Without proper plans in place, major and minor emergency situations can quickly lead to injury, or even become life-threatening. Safety plans should be laid out, discussed, agreed upon and practiced on a regular basis (to be further discussed in Unit Three). Activities such as this facilitate amongst staff, teachers and students a deeper understanding of contextual vulnerabilities. Proper school plans follow local, regional and country-wide established strategies and mandates. The experience of staff is taken into consideration and capacity-building and training takes place as needed at the school level (Nicolai, 2003). The following are basic considerations your school should take in ensuring a safe environment.

These questions are just a short list of considerations in planning for school safety. This guide will expand upon some of these considerations as well as introduce others.

Activity 1.1: Discuss the following with your school team

- To what specific risks, threats and hazards is our school vulnerable? Are there already regional, national, or local response plans in place for these that we must follow?
- How will specific populations be affected by crises situations (i.e. girls, minorities, disabled)?
- What is the makeup of our student population? How many of our students are refugees, IDPs, separated, or orphaned children? How will local emergencies affect them and what supports do we have in place to address this?
- If an emergency arises and our infrastructure is compromised, what are our contingency plans?
- What regional weather or natural hazards could affect our school?
- What supplies are needed to continue education? Do we have kits prepared? How many should we keep on hand?
- Who are our local partners who can assist in emergencies (community groups, NGOs, UN agencies)?
- How will an emergency (local or regional) affect our scheduling? Will we need to move to double shifts? How will class sizes change? Will new staff need to be hired? If so, what languages will out staff need to be able to speak?
- What sort of clothing/sanitary items, or food will we need to keep on hand?

Source: adapted from Nicolai (2003).

1.1.2: School feeding program

Feeding programs can greatly contribute to school and classroom safety. Food is a basic need, that when not met, can contribute to classroom disruption. A review of ten studies by Gailliot (2013) revealed that hunger has been associated with reduced self-control and impaired cognitive abilities. Reduction in self-control is displayed through activities including: increased sexual behavior, aggression, prejudice, thoughts of death, passivity and increased perception of task difficulty. It can be assumed that this could contribute to risk-taking behaviors outside the classroom that could inadvertently compromise classroom safety, especially in a fragile context.

When adopting a school feeding program, the following checklist offers a sample of considerations to be taken.

Each of these considerations can alter the effectiveness of a school feeding program and should be examined before a feeding program's implementation.

Activity 1.2: School feeding program checklist

- How will the feeding program be used? Ex: What meals will be served? Will students be allowed to take food home after school?
- Will a feeding program attract more students to enroll in school? Does the school have the capacity to accommodate this? Is additional training needed?
- Who will be allowed to participate in the program? Will it be for only the highest need students, or will all be able to partake?
- Does the school have the infrastructure to support a feeding program? Where will the students be fed? Is there access to water for drinking and sanitary purposes?
- How will this introduction of food be viewed by the community? Does the community demonstrate a need for the program?
- How long will the feeding program be sustained? Will there be a phase-out? What are the plans for such a phase-out?
- Are feeding programs being implemented by other organizations nearby? Is coordination possible?
- What food will be provided? What is available?
- If food is being donated, who are the donors?
- How will it be monitored?
- Can malnutrition be addressed? Should de-worming be part of the program?
- Is there a curriculum on nutrition and health in place? If not, should one be implemented?

Source: INEE (2004, p.51); INEE (2010, p.71).

1.1.3: School climate[1]

School climate can be defined as the patterns of norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures that work together to create a general "mood" on a school campus. This mood can be positive or negative depending on how staff, students and families work together to promote a shared vision of educational outcomes. Positive school climates contribute to the physical, social, emotional and cognitive development of the student. Additionally, positive school climates contribute to the health and well-being of teachers and staff. The climate of your school can also contribute or pose a threat to safety. A positive school climate can lead to decreased absenteeism, serve as a method of risk-prevention and lessen the effects of socioeconomic disparities. Schools with a positive climate experience less violence, less harassment and achieve greater academic outcomes. Overall, feelings of safety promote greater learning and development amongst students and are associated with less school violence and greater teacher satisfaction.

So how can school staff promote a positive climate? It all starts with positive relationships. This refers to student-teacher, student-student and staff-staff relationships. How connected individuals feel to the school and how well they take care of each other are important factors in building and sustaining positive relationships. Positive relationships between students and teachers help to reduce bad behavior. Support from teachers and peers increase self-esteem and school achievement. Additionally, positive teacher perceptions of work environment, their own peer relationships, inclusion and support from leadership/peers minimizes burnout and leads to more committed teaching force. A positive environment is especially important for racial and ethnic minorities. Bullying should *never* be tolerated. Bullying not only has a negative impact on victims, but on witnesses as well. So how can positive relationships and connectedness be fostered?

1 The information and suggestions from this section on school climate have been retrieved and adapted from Cohen, Guffey, Higgins-D'Alessandro and Thapa's (2013) *A Review of School Climate Research*.

- Consider school-wide activities that promote pride in the school and learning.
- Sponsor student groups related to teamwork that foster healthy competition.
- Hold team-building staff development that also increase pedagogical knowledge and skills.
- Start a school-wide anti-bullying initiative encouraging students to be advocates and speak out against injustices.

A positive climate is also supported by a clearly defined set of rules and school norms that are consistently and fairly enforced. These norms refer to expectations that are set out for both staff and students. When rules are enforced in an equitable manner, there is less likelihood for victimization and delinquency. Rules are not meant to be a form of punishment or control, although there should be positive and negative consequences for abiding by or violation of expectations and procedures. Rather, the regulations should be structured and enforced in such a way as to show caring and consideration for the well-being of all students and staff. Students especially feel safe in an environment when they know that the adults they are surrounded by truly care for their individual well-being.

Along with regulatory norms, there should be a defined set of goals and values for the teaching and learning environment. These should be consistently applied across the school and in each classroom. Goals should be tangible and measureable and all teachers should be trained in specific pedagogy that facilitates the attainment of these goals. Cooperative learning, group cohesion, mutual trust and respect are values that should be fostered in every classroom. Such values can also aid in the achievement of goals. Leadership should also encourage teachers to work together to create better lessons and share ideas on what works and what does not in teaching and classroom management.

This cooperation amongst teachers helps promote other vital aspects of positive climate: social, emotional and ethical learning. Adults are always modeling ethics and values (good or bad), whether they realize it or not.

Teachers should keep this in mind as they work together on various school initiatives. Social-emotional learning (SEL) programs can also help to promote positive ethics. Consider starting an SEL program in your school to help cultivate a positive school climate. Students can also benefit from service learning projects that reinforce civic and ethical education with real-life learning experiences. Allow students to have a say in what kinds of service projects they wish to engage in. When students have choice in this regard, their tolerance and acceptance of diversity increases.

Of course, there are many institutional considerations that support a positive school climate as well. Many will be discussed in the next section on building and infrastructure, but some are within the control of teachers and do not rely on maintenance staff. Students tend to perform better in smaller schools. However, the size of the school is often out of the hands of school staff, especially in fragile contexts, if schools are hosting refugees/IDPs, etc. In these cases, teachers and staff can reduce the perceived size of the learning environment by breaking up the school into smaller learning communities. Smaller learning communities can also aid in the supervision of campus grounds. Students do not feel safe in unsupervised areas. Breaking schools down into smaller zones can help mitigate bad behavior and alleviate supervision constraints.

1.1.4: Safe schools are aware of environmental risk factors

Regardless of how safe and well-managed your school is, children will still experience risks to their safety and well-being when they are outside of school, especially in fragile contexts. Safe schools are aware of the risk factors that contribute to possible violations of rights outside of school and the signs that students may be in danger.

There are several environmental risk factors than can contribute to ill health, threaten student safety and lead to psychological or developmental damage. Your students may be at risk if the community has experienced natural disasters such as flood, drought, severe storms, seismic activity, etc. Local and regional conflicts between groups can lead to a loss of community or family support. Students may even be separated from their families or have

lost loved ones. Displaced families experience a loss of structure, routine, predictability and opportunities for play and recreation. They face dangers such as military recruitment, child labor, sexual and gender-based violence and human trafficking. Injuries resulting from landmines can inhibit self-image, social acceptance and future self-reliance. Strained families may be forced into crowded accommodations due to loss of income leading to poor nutrition, lack of health care, poor hygiene and chronic stress. Children in these circumstances may have also witnessed war crimes, or have taken on the responsibility of caring for siblings or a disabled parent. Strained family members, or even children themselves may fall victim to substance abuse. Families may fall back on traditional gender roles, keeping older girls home to help with household responsibilities, or putting boys to work. Out of school children are at an increased risk of abuse and human rights violations (INEE, 2016a).

As a teacher, you should be aware of the circumstances under which your students are living. Suffering from natural disasters, displacement, or living in fragile contexts does not always mean that your students will be suffering from human rights abuses. However, being keenly aware of the home lives of your students can help you to recognize more quickly that something is wrong, enabling you to respond appropriately.

1.1.5: Safe schools are aware of and vigilant in monitoring the warning signs of abuse

When risk factors are present (and even when they are not), school staff must keep an eye out for warning signs that something might be wrong. It is important also to consider gender, disability and social status in the community and amongst peers when assessing signs of distress (Nicolai, 2003). Some of the symptoms of distress listed here are not signs that are observed in the classroom. This is why it is important to work as a team with parents and caregivers. You may only notice one or two troubling symptoms, but parents and caregivers may notice symptoms at home as well. Keep in mind that students may exhibit signs of abuse that are outside of their chronological age category, especially those with developmental delays. The following is a guide, although not an exhaustive list, of what to look for by age group.

Age group	Possible symptoms
Very Young Children (0-5 years) *Not able to rationalize what is happening around them and not able to understand the concept of death, equating it with separation.*	• Anxious clinging to caregivers • Temper tantrums • Regression, e.g. in speech development • Fear of going to sleep • Nightmares and night terrors • Excessive fear of real or imagined things, e.g. thunder, monster
Young Children (6-12 years) *Can recall and rationalise events in a more logical way. They will often use fantasy to deal with a stressful event, e.g. re-enacting or imagining a different outcome. They are more prone to feelings of guilt that they have not prevented bad things from happening.*	• Poor concentration, restlessness or bad behavior in school • Anxious behavior including hyperactivity, stuttering and eating problems • Psychosomatic complaints, e.g. headaches, stomach pains • Behavioural change, becoming aggressive or withdrawn and passive • Sleeping problems • Regression-acting like a younger child
Adolescents (13-16 years) *Have a good understanding of what has happened and also what the consequences might be. They are dealing with the emotional and physical changes of adolescence as well as coping with events and experiences related to the emergency.*	• Self-destructiveness and rebelliousness, e.g. drug taking, stealing • Withdrawal- cautious of others and fearful of the future • Anxiety, nervousness • Psychosomatic complaints (physical pains caused by psychological stress)
Source: Nicolai (2003, p.119).	

The presence of one or two of these symptoms does not necessarily mean a student is being abused. However, if you have suspicions that one of your students may be experiencing abuse or neglect, or may be in need of psycho-social services, it is important that you report it right away through the proper reporting mechanism.

1.1.6: Safe schools have proper systems for reporting abuses

While education can serve as a protective factor in times of protracted violence or natural disasters, it is not protective when there is a lack of effective reporting systems for abuse and subsequent consequences for the abusers (Al Fayez & Valencia, 2016). It is vitally important that mechanisms for reporting abuses, injustices and inequalities exist at the school for both the students and staff.

For students, reporting abuses or concerns in their home, school, or community can be something as small as a box where students can drop anonymous reports, all the way to a formal reporting system. It may be a good idea to have both in place (UNICEF, 2009). When abuses are reported, they should be immediately referred to the appropriate local authorities. Any abuses reported that involve school staff members should also be investigated by school authorities, with appropriate protection measures taken. It is imperative that reporting systems for children be available in at least one anonymous form. Students should never face repercussions for reporting abuses or suspected abuses. However, students should also know that reporting is not a game and they should be made aware of the harm that can come with false reports.

Activity 1.3: Discuss the following reporting concerns with your school team

- Where can we put a box for students to submit reports anonymously?
- Whom should be assigned to handle student reports?
- If a student reports to a teacher or trusted staff member, what should that adult be allowed to say and not say to the student?
- When students report to a trusted adult at the school, to whom do the teachers report? What are the local laws in regard to this? Should teachers give copies of reports to the principal or school leadership?
- To whom do staff members report harassment inflicted upon them?
- If a staff member is accused of abuse on a student, what steps will be taken?
- If a staff member is accused of abuse or harassment on another staff member, how will this be handled? What steps will be taken? Who will be in charge of mediation, if necessary?

Students should not be the only ones reporting abuses. Teachers and staff should be trained to recognize warning signs that a child may have been harmed or subject to abuse (to be discussed further in Unit Three). Adults that work closely with children should have reporting mechanisms in place that address and report abuses in a quick and effective manner. Reporting mechanisms should comply with all local and national laws. Teachers should also have anonymous ways to report abuses and should not have to worry about facing backlash for reporting.

1.2: What a safe school looks like

A safe school is appropriately designed and structurally built to prevent collapse, damage or other failure when subject to man-made or natural disasters. "School safety begins with school site selection, disaster-resilient design and construction from the beginning, or more costly retrofitting for safety afterwards and continues through building use and maintenance" (Petal, 2008, p.6). Some of these things, such as school site selection, design and construction, may be out of your control. Nonetheless, it is never too late to assess hazards, vulnerabilities and risks and to create a safer, more secure school environment, whether you are new to the staff or a veteran teacher.

Consider the following questions to determine the level of structural safety in your school.

Activity 1.4: Discuss the following safety items with your school team

- Is the school site itself safe? How can the school site be safe or more secure?
- Are the school buildings themselves safe? How can the school buildings be made safe?
- How safe are the building's contents and non-structural building elements?

Source: Petal (2008).

Various evaluation forms can be used for basic visual inspections of a school building assessing for vulnerability. Below is a sample of a basic school safety requirements checklist. It can (and should) be adapted to the local context. Additional items may be added based on the area's policy requirements and code compliance.

Activity 1.5: Basic school safety requirements checklis

Structure

- Accessible school building and classrooms, regardless of physical ability
- School grounds marked by visible boundaries and clear signs, as appropriate
- Appropriate physical structure with adequate space for classes and administration, recreation and sanitation facilities
- Adequate class space and seating arrangements align to agreed student: teacher ratio and space per learner
- Wide corridors and exit routes free from obstructions
- Stairways with secure railings

Maintenance

- Includes facilities (i.e. latrines, water pumps, windows, doors, ceiling tiles etc.) and furniture (i.e. desks, chairs, blackboards, cabinets, etc.)
- Report if anything is missing, broken or damaged
- Adequate lighting
- Manual fire alarm system
- Fire extinguishers
- Clean floors
- Floors without splinters and holes
- Secure, leak proof roofing
- Properly fastened and secure electrical wires
- Emergency evacuation maps posted in critical areas
- Periodic inspection, repair and maintenance of facilities and surroundings are done

Sanitation facilities

- Constructed in a safe, culturally appropriate location to assure their maximum usage by students and staff
- Adequate and provided, accounting for the different needs associated with age, gender and special education
    - Separate sanitation facilities for boys and girls
    - Includes solid waste disposal (containers, waste pits) and drainage (soak pits, drainage channels)
    - Provide sanitary materials for girls, if appropriate
- Soap is provided within or next to sanitation facilities to promote basic health and hygiene

Water

- Access to adequate quantities of safe drinking water available on site
- Access to adequate quantities of water for personal hygiene and cleaning available on site.

Sources: Petal (2008, p.7); INEE (2004, p.47); INEE (2010, p.68-71).

Unit 2

Basics of classroom management: Safety & well-being of teachers and students

Aims and Objectives

At the end of this unit, participants will:

Understand how classroom management and procedures contribute to safety

Know how to build relationships with students and enforce positive discipline

Know how to involve students in school safety

Understand the risks and warning signs of trauma and abuse

Have acquired strategies for maintaining their own well-being while caring for others

Safety at the classroom level begins with effective classroom management. Many potential threats to students' emotional, cognitive and physical safety can be lessened through proper classroom management and consistent procedures. This can be through proactive discipline that helps to avoid behavioral issues before they start (i.e. procedures and management), or reactive discipline that conveys caring and promotes understanding. Building relationships with and getting to know your students is another way to avoid conflicts and is also important in the development of growing children and adolescents. It is important to remember that when you do have discipline issues, they must be handled in a positive manner. Corporal punishment is not acceptable. Engaging students in the safety process is also vital in creating proper safety procedures and helps to ensure that procedures are sustained, even when you are not present.

Students' safety extends beyond the classroom as well. You may not always be there to protect your students, but recognizing the warning signs that a student may be experiencing abuse or trauma outside of school can be possibly life-saving. Discussing issues such as violent extremism in the community can also help to ease tensions or fears among your students. Most importantly, you must consider your own well-being in the process. Safety begins with you and you can only protect your students when you are physically mentally and emotionally at your best.

2.1: Classroom setup, procedures and management

The first step in classroom safety is effective classroom management and procedures. Your procedures and management must be consistent. Practicing procedures (even small ones, such as lining up, or turning in papers) is important. Students will learn the routine and they will come to know what to expect. When students know what to expect in the little things, they will trust your directives with larger safety concerns. You must lead by example. Children and youth are less likely to respect someone who does not follow their own rules. Be kind and polite to students and staff. Be organized and show up on time, even early. Be enthusiastic about your subject matter and patient with your students as they learn. As a teacher, you will work with a wide variety of learners who have differing abilities, personalities, learning styles and dispositions. If you lose your patience with your students, they will lose patience with each other and may engage in conflict. Be a model of what patience with others looks like, even with other staff members. Remember, children are always watching (IRC, 2004).

Basic elements of classroom organization must also be employed. Keep your class neat and tidy. Arrange desks and chairs in such a way that students can move easily from one side of the classroom to the other. A student should never feel "trapped" in their seat. If they have to climb over each other to get around there is more likely to be conflict and frustration. Ensure that your classroom seating is also gender and ethnically balanced to avoid favoritism. Identify all important locations within a classroom from the beginning and label them clearly. For example: the place where students turn in homework and late work, group work areas, computer stations, etc. Keep a space for yourself, too, that is off limits to students. Be sure that these locations are chosen in such a way so as not to cause overcrowding or bottlenecking (IRC, 2004).

Activity 2.1: Classroom organization and procedures checklist

- Is my classroom kept neat and tidy? Do all students know the location where they can dispose of trash? Do I have more than one easily accessible location for this?
- Have I allowed for aisles in the organization of desks in my classroom? Can students easily get in and out of their seats? Can they seamlessly move from one side of the room to another in under 30 seconds without running or bumping into one another?
- If an outsider were to look at my classroom, would they see gender and ethnic balance in seating assignments? Would there appear to be favoritism?
- How is homework to be collected? Will it be passed forward or sideways? Will there be a homework, or late work turn in "station"? Is there potential for crowding in its current location?
- Is the daily agenda and homework displayed where all students can see them?
- Will students pick up their assignments or will I distribute them? What is the most efficient manner of assignment distribution?
- Are all important items in the classroom labeled?
- Rather than waiting for my direction, what will the students do upon entering the classroom each day? Write down their agenda? Turn in their homework? Start a "problem of the day" or journaling activity?
- How should students exit my classroom? What procedures will I teach them?
- How can students help in classroom management? Shall I assign certain duties, such as passing out or collecting papers, to a single or multiple students?

Source: IRC (2004).

As a staff team, you will also need to agree upon school-wide procedures and behavioral norms. The following offers a general guide in the establishment of these structures.

School-wide considerations

- Develop norms and expectations for each other as a staff. Hold each other accountable. There should be clear guidelines and consequences for punctuality, attendance and acceptable behavior for the environment. Violations or concerns should follow a chain of command and all staff should be held to the same standards to avoid favoritism.
- Staff should also be recognized for achievements. Develop a system for rewards and recognition, such as "Teacher of the Month/Year" and other awards.
- Staff should communicate with parents often. The teachers/parents are a team working towards the same goal: the education and development of the students. As such, they should interact regularly towards meeting this goal. If a student is struggling with learning or behavior, notify the parents/guardians right away. Do not wait until it gets out of hand a student fails a course.
- When teaching, be sure to diversify your delivery methods. Opt for student-centered pedagogy. Work as a team with other teachers to develop exciting and engaging lessons.
- Always plan your lessons thoroughly. Break up your lessons into multiple activities to keep students engaged. When students lose interest, they are more likely to misbehave.
- Begin and end class on time. Avoid idle time as this can easily allow for misbehavior.
- Start your lessons with a "hook" that grabs your students' attention and makes them eager to learn more.
- Keep all students actively engaged. Do not allow some students to idle or disengage. This will set an example for all students.
- Discipline individual students privately. Never discipline a student in front of the entire class, putting them on display. Students will feel the need to save face and be more likely to argue, whereas a private conversation can go a long way towards correcting behavior and establishing rapport.

Source: IRC (2004, p. 19).

2.2: Building relationships with students

Building relationships with and between students is an important for school safety, classroom management and a thriving learning environment. Relationship-building is also a 21st century skill that is vital in learning to live with other people peacefully in a multicultural society. A classroom may be filled with students of various religious, ethnic, linguistic and racial backgrounds. Teachers should recognize these differences and celebrate

diversity in their classrooms. The classroom is the best place for students to learn to share and respect other students (UNESCO, 2011). Students will feel more comfortable in class when they realize they have more similarities than differences with their classmates, thus ensuring a sense of community. Teachers should also get to know their students, not only on an academic level, but on a personal level. Creating positive relationships with students shows them that their teacher truly cares about them as a person. As the old saying goes, children will only care what you know (what you're teaching) when they know that you care. Bonding with students will create a friendlier learning environment and will allow for more creative, individualized learning for the students.

One of the best ways to build a relationship with a student is to get to know them. What are their interests outside of school? What do they want to be when they grow up? How is their family life? Learning all of your student's names and even simply asking what students did over the past weekend serves as a good first step to building a relationship. Do not be afraid to tell students a little about yourself as well. Students will be more relaxed and receptive if they are comfortable with you. Do not expect it to happen overnight. Trust goes both ways and building trust is a process. It will take time and some students will take longer than others.

"Adolescence is a phase separate from both early childhood and adulthood. It is a transitional period that requires special attention and protection. Physically, children go through a number of transitions while they mature. We now know that the brain undergoes quite substantial developments in early adolescence, which affect emotional skills as well as physical and mental abilities. Adolescence is also when gender norms are either solidified, rejected or transformed."

UNICEF (2016)

Adolescent development dimensions	
Development dimension	**Description**
Physical development	Hit all adolescents, though the onset and pace is irregular. Physical changes include rapid growth, improved motor skills and sexual maturity. As the changes occur, adolescents may feel uncomfortable or awkward in their own body, be intensely concerned about their appearance as well as experience mood swings.
Cognitive development	Refers to the changes in the brain. During adolescence, the brain becomes more efficient and effective by developing more complex abilities, which allow one to think more critically and abstractly. Adolescents may seem argumentative as they use their reasoning capabilities or appear self-centered during this stage as they relate academic content to their own lives. Considering others' perspectives and developing a sense of self-regulation and responsibility will come with time, but usually after experimenting with different choices, including questionable behaviors like alcohol, tobacco, or drug use, reckless driving, or unprotected sex.
Emotional development	This is mainly characterized by independence and identity formation. Adolescents are exploring who they are and who they would like to be while also still trying to "fit in" with their peers. This may result in fluctuating levels of self-esteem, sensitivity to criticism and emotional stress.
Social development	Closely related to emotional development, social development relates to adolescents' desire for peer relationships, to belong to a peer group. The need for social acceptance can lead to positive relationships which increase feelings of self-worth and led to better emotional development. On the other hand it could also lead to negative peer interaction and delinquent behavior if influenced negatively or rejected by a peer group.
Moral/ethical development	Concerns the evolution of the adolescent's sense of values and ethical behaviors. They are developing their sense of right and wrong, fairness and justice and may begin to view moral issues not in black and white, but in shades of gray. During this time, a sense of idealism may also evolve as they explore larger ethical questions relating to global issues.
Source: Sackman & Terway (2016).	

There are five dimensions that categorize the changes adolescents experience: physical, cognitive, emotional, social and moral/ethical (Sackman & Terway, 2016). It is important to understand these interrelated, overlapping categories in order to meet the needs of your adolescent students (FHI 360, 2016). We will briefly introduce the five development dimensions here:

Understanding where your students are developmentally will help in building student relationships, meeting your students' needs and creating developmentally appropriate lesson plans. Additionally, it is important to understand the cultural and family environment in which they live. Students may have responsibilities outside of school such as caring for younger family members, farming, cooking, cleaning and other chores. These may impact the amount of time spent on studying at home. As a teacher, it is vital to stress the importance of homework and learning outside the classroom. Parents may not always encourage education as a priority. Teachers should try to help their students as much as they can balance the demands of their family responsibilities, cultural expectations and school work. Certain times of the year, such as harvest season, may increase the number of absences or incomplete homework. Students should not be punished for their out-of-school responsibilities. A complete disregard for their educational responsibilities should not be tolerated either. It is recommended that teachers adjust the workload as appropriate for the time of year, (i.e. harvest season), or work with students on individual learning plans if possible.

2.3: Positive discipline[2]

The classroom should be a space where students feel safe and confident to share their thoughts and opinions. Positive behavior, growth and creativity should be acknowledged and encouraged. However, a range of unwanted behaviors may manifest in a classroom. Poor behavior does not always need to result in negative consequences. Often times, behaviors are able to be redirected. When this happens, the classroom lesson should not be interrupted. Keep a positive atmosphere and try one of the following redirection techniques.

2 The information in this section has been adapted from INEE's *Introduction to training for primary school teachers in crisis contexts training pack*, 2016b.

Development dimensions

- Positive Narration: praise the students who are acting in the appropriate behavior until the students misbehaving following suit.
- Sudden Silence + Look: this should not completely stop your lesson, but will require a short 3 second pause- mid-sentence for a more dramatic effect- and look at the misbehaving students ("the teacher look") and then continue right where you left off, redirecting your attention back to the on-task students. This will not interrupt the entire lesson and on-task students busy in their work may not even notice the pause. If they do, it shows that you notice when students are off-task and the off-task students are aware they've been "caught."
- Move closer to the Student: simply being in close proximity of the student off-task may be enough to get them to refocus. If that doesn't work, then try a gentle tap on the shoulder of the off-task student while you are teaching, without interrupting your lesson.

Source: INEE (2016b).

While it is important to try and use proactive classroom management and positive discipline techniques, there will be times when more serious misbehaviors occur. Think carefully before reacting in these situations. Stop and think about what exactly the student is doing and if they are doing something truly wrong or if you are simply tired and do not have any patience left. Try to release your stress away from the student and class if there is no real problem. Consider if your student is capable of doing what's expected. Re-evaluate your expectations. If the expectations are reasonable, then assess if your student was aware at the time that s/he was doing something wrong. Help the student understand the expectations, why they are important and how they can meet them if they did not realize they were doing something wrong. In such a case, when the behavior was an accident, the student did not misbehave. If the student deliberately disregarded a reasonable expectation and was aware that s/he did something wrong, then the student misbehaved. Ask the student what their reasons are for doing what s/he did. Be sure to carefully listen and assess before responding. Please refer to the table below for some best practices in positive discipline.

Best practices in positive discipline

Point out the positive. Whenever a student does something helpful, caring, cooperative, or shows improvement, let them know you've noticed and give words of appreciation. For example, 'Deng, I was impressed with the way you solved your homework problem.'

Interact respectfully with students. Treat them as you would like to be treated. Help them to do better.

Be a guide, not a boss. Be the type of teacher you remember fondly from your school days.

Communicate your expectations to your students clearly and respectfully. Remind them of your expectations frequently, before the situation and during the situation.

Use humor or distraction. Not every misbehavior that a student commits needs disciplining. Children, like adults, get tired, frustrated, or bored. Disciplining may not work in such situations. Try using humor during your lesson to keep everyone interested, not bored.

Allow for natural consequences, but safe ones. If a child repeatedly comes to class late, don't become upset. It is the child's responsibility to come to class on time. Tell him/her that if his/her tardiness continues, then you will have to send a note home to his parents. If s/he continues to be late, send the note home and let him face the consequences. He learns that he is responsible for his behavior and its consequences.

Don't take a student's disobedience personally. Children need to express disobedience and they need to test limits as part of their development. Don't feel that this is a threat to your authority. React in a calm fashion, applying discipline that will enhance self-control.

Recognize effort, not correctness. If a student is giving you his or her best, you should be happy. Trying is the first step in learning even if the child does not get it right immediately. Let them know that you have faith in their ability.

Source: INEE (2016b, p.711).

If you come to the conclusion that the student misbehaved or after a redirection technique the student continues to misbehave, then a consequence may need to be issued. If possible, consequences should take place in private, one on one and not in front of the entire class. Always explain to the student why their behavior was unacceptable and warranted a consequence. The consequence needs to be appropriate. Remember to stay calm, even if the student begins to argue. Repeat in a calm voice their

consequence. It is vital that you do not shout or hit your students. Corporal punishment- slapping, hitting, caning, or shaking the student, forcing a student to stay in an uncomfortable or undignified position or to engage in excessive physical exercise- is unacceptable and should not be tolerated in your classroom or school. It is also unacceptable for a student to discipline other students and no teacher should ask this of their students. Corporal punishment is detrimental to a safe and secure environment. Hitting a student teaches them that violence is okay and teachers should never condone violence in any form. Explain to students why their behavior and actions are wrong and find consequences that do not emotionally or physically harm students. Don't forget that the goal is to correct student behavior and promote an environment of understanding, teaching and learning.

Lastly, remember, it is important to consistently enforce your expectations of students. This should include acknowledging positive behavior, redirecting unwanted behavior and treating all students equally. A useful tip to monitor student behavior during instruction is to continuously move around the classroom (INEE, 2016b, p. 643). Usually when a teacher is in close proximity of a student with an unwanted behavior, they will typically stop and begin to pay attention again and get back on task.

2.4: Engaging students in safety[3]

Students should be actively involved in forming and implementing safety procedures. Involving students in establishing and maintaining classroom procedures and norms helps to foster self-discipline and responsibility.
It will also lead to better execution of safety procedures during drills and emergencies. Self-discipline in students will generate an internal motivation to follow and carry out these procedures properly. This internal motivation is important, as you may not always be able to direct their every move during emergency situations. The following sections will guide you in through various actions you can take to engage students in classroom safety.

3 The information and suggestions in this section have been adapted from Marzano, Marzano and Pickering (2003), chapter six on involving students in classroom management.

2.4.1: Hold a class safety meeting

Having a meeting to discuss important aspects of safety is a great way to engage your students and enhance their sense of responsibility to safety. Introduce important safety vocabulary and reinforce it regularly. By using safety vocabulary regularly, students will see safety as important and communicate better about safety issues and during emergency situations. During this meeting, discuss the rights to safety. Who has a right to be safe? Who is responsible for safety? What roles does each student carry out in the promotion of safety? What are the rewards to proactively engaging in safety practices and properly conducting drills? Create a safety declaration that incorporates rights, responsibilities and beliefs about safety and display in a visually accessible place. This declaration could start with, 'All students and teachers have a right to_(expand upon safety rights)_. In order to achieve this, a teacher must (outline expectations together)_. The students must (outline expectations together)_.' Create a chart of roles/responsibilities of various safety tasks that is also visible.

Ask your students for their own concerns about safety and incorporate them into procedures. Students may have different concerns about safety depending on gender, ethnicity, age, or social status within the school and community. Some may not feel comfortable expressing them out loud. Creating an anonymous safety feedback form (similar to a form for reporting abuses, as discussed in Unit One) can help to mitigate this. The form should be written in child-friendly language and allow for students to express concerns and give feedback from drills conducted so as to improve implementation. Students should also be able to report positive observations about safety and recognize their classmates for good practices. This form should be kept in a space that allows for anonymous reporting and completed forms should only be accessible by the teacher or other trusted authority within the school.

2.4.2: Strategies for more difficult students

Students who may have more social or behavioral difficulties than others can sometimes pose a threat to overall safety (i.e. not following directions, bullying, engaging in risk-taking behaviors, etc.). Cultivating self-monitoring

skills by using brain-based strategies can be helpful for these students. Teaching these strategies to your more difficult students can aid not only in classroom safety, but also in following rules and procedures outside of classroom walls and in society.

The first things to do is to teach your student to recognize when s/he is becoming angry, annoyed, or beginning to feel any negative emotion and to stop what they are doing. Actions taken when feeling strong negative (and sometimes positive) emotions are not usually well controlled. Have the student think about what various ways there are to respond to the situation. Considering solutions helps them to regain control. Have them think about the consequences of each solution. Even a brief examination can stop unfavorable behavior. Teach them to search for and select the solution that is most favorable for everyone involved. Most students will select the actions that produce the greatest benefit to all when taking time to select various outcomes. Remember, this will take practice. Don't be discouraged if your students make mistakes along the way to mastering this technique. Be patient with them and be patient with yourself.

2.4.3: Set up a student-led safety committee

Allow students to have their own student-governed safety committee. Student led initiatives reinforce participation and expression that is important for leadership skills development. A committee like this should have an adult facilitator, but should mainly be governed by the students. This is especially good for youth and young adults. Students can decide when and where meetings will take place and how often (Nicolai, 2003). They can discuss issues of safety that may not always be recognized by adults. A Student safety committee can decide when and how to conduct activities such as awareness-raising campaigns and peer-led training related to safety based on their specific needs. Sometimes, students can teach each other better than adults. Keep in mind that adults should be present at meetings and activities for guidance, compliance and of course, safety.

"Well-being: a condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services."

(INEE, 2016b, p.11)

2.5: Teacher's well-being

When preparing for the safety of the students, other staff members and the school as a whole, it can be easy to forget your own well-being.

Maintaining your health and well-being as a teacher is imperative to the learning and safety of your students and school. You cannot take care of anyone well if you are not taking care of yourself. Following these basic guidelines for health and well-being will do wonders for your productivity and effectiveness in the classroom.

Remember, no one will look out for your well-being more than you. As the old adage goes, before you can fill up the cup of another, your own cup must be full. Your own needs must be fulfilled before you can go about fulfilling the needs of others.

How to Maintain Health and Well-Being	
Healthy diet	Establishing a healthy lifestyle can help you prepare for and cope with traumatic events. Be sure to eat a healthy diet containing plenty of fruits, vegetables, whole grains and lean proteins. Drink plenty of clean, filtered water. Limit the amount of fat, salt and sugar that you consume in your diet. Keep alcohol and caffeine to a minimum.
Regular exercise	Make sure you make time in your regular routine for physical activity. Take up walking or jogging. This will help to improve circulation, strengthen bones and improve cognitive function.
Avoid tobacco	Avoid tobacco and tobacco products. These contribute to cancer, diabetes, asthma and heart problems. Tobacco and tobacco products also contribute to a reduction in overall health.
Proper sleep	Many diseases are known to be associated with a lack of sleep. Fatigue can even put you at greater risk for accidents at work. It is recommended that adults get around eight hours of sleep per night.
Illness prevention	Many illnesses can be prevented simply by practicing proper hygiene. Cover your mouth/nose when coughing with tissue or fabric (upper sleeve is best when nothing else is available). Encourage others around you to do so as well. Wash your hands after sneezing or coughing. Carry instant hand sanitizer if it is available.
Building resilience in yourself	You must take responsibility for your physical and psychological health to build resiliency. Make time for healthy relationships with family, friends and community groups. Accept that change will happen and prepare yourself as best as you can to adapt. Set positive goals for yourself to keep your mind focused. By building resiliency, you will be less likely to obsess over problems. You will feel less overwhelmed and more in control, letting go of a victim's mindset. Resiliency will make you less likely to engage in unhealthy behaviors and reduce your risks for anxiety and depression.
Source: Lyznicki (2014).	

Unit 3

Emergency protocols

Aims and Objectives

At the end of this unit, participants will:

Understand the importance of preparing for emergency situations

Know how to remain calm in emergency situations

Know how to prepare and respond to a variety of natural and manmade hazards

Understand basic pedagogy in fragile contexts

Have learned a variety of psycho-social recovery strategies for those who've experienced trauma

Education is often very limited in times of crisis. Yet, it can play a key role as a coping mechanism that helps the affected student population regain a sense of normalcy and obtain additional survival skills and knowledge. Often times, it is more complicated to maintain regular school activities during conflicts. There is a greater risk that students, especially those most vulnerable, will fail to receive an education. It is the responsibility of the government, communities and NGOs to ensure everyone has access to relevant, quality educational opportunities in a safe and secure learning environment (INEE, 2010).

Emergencies and conflict can strike at any time. Therefore, schools, teachers and students must be prepared. The response will be determined by a number of factors including the capacity of the actors, financial constraints, regional context and security risks (INEE, 2010). It is vital that everyone is prepared, knowledgeable of the emergency protocols and ready for action.

Conducting regular emergency drills is one of the most important tools that schools and teachers can use to develop response capacity skills. Drills provide interactive learning and create an engaging opportunity to recognize training needs and develop new reflexes. They may be used for both sudden onset emergencies and early warning situations.

Teachers are responsible for the safety and security of the students in their classroom during an emergency. Therefore, teachers need to ensure that all students are aware of procedures and ready for any drill. Drills should regularly be practiced in the classroom. For example, students should know where to hide in the classroom if an intruder enters the school, how to take cover during an earthquake and where and how to exit during a fire. Such basic drills can be practiced at any time and do not require whole-school coordination. Full-scale scenario drills should be practiced regularly as well. These are drills which include the entire school and sometimes involve the greater community. The entire school should practice the drill together so that separate classes know how to interact with one another in the hallways and on school grounds during an emergency. These drills may be planned ahead of time or they may be unscheduled, so you must always be ready and ensure your class has practiced ahead of time.

Regularly practiced drills should be taken seriously, but drills can also be fun. Practicing drills can be turned into games. For example, in Japan students compete in 'bucket brigades' where they race to move a barrel of water from one end of school yard to the other as if they were helping to extinguish a real fire. These games can easily be incorporated in a physical education lesson, regular sports day event, or emergency preparedness awareness month (Petal, 2008).

3.1: Maintaining composure during emergencies

Inevitably, regardless of how much energy is spent in mitigating possible threats to school safety, emergency situations will still arise. Maintaining composure during these crises is imperative in preventing injury or death. If you panic or become frantic, the children in your charge will follow suit and possible chaos could ensue. Remember, you and your students have practiced these drills many times. You know what the procedures are, as do your students. By following these six steps, you can safely navigate any situation that arises while ensuring maximum preservation of life and health.

How to keep calm in emergencies

Step 1: Breathe deeply

- Be aware of your breathing. Don't hold your breath. This can cause a loss of focus, which is essential in a crises situation.
- Focus on taking long, deep breaths rather than short and shallow ones. This will help prevent hyperventilation (shallow, quick and panicked breathing) or passing out.

Step 2: Pay attention to the facts

- Timing is key in a crisis. Being able to quickly relay facts to others who needs them will keep from wasting precious moments that could mean life or death.
- If it is a medical situation, what is the age of the injured, where is the injury and what type of injury is it.
- If an attack, what are the approximate ages of the attackers, what are some key physical features, what languages are being spoken and what are some other identifiable traits? These will come in handy when reporting to authorities.

Step 3: Call for help

- If appropriate, you may need to call for help. Practice dialing numbers on your phone before an emergency, as your hands may be shaking when situations arise.
- Do not try to handle medical situation on your own if you are not trained. Know your capacities and the capacities of those who can be useful in an emergency.

Step 4: Speak slowly when directing

- Screaming, crying, or speaking too quickly will make a situation worse.
- Slowing down will waste less time than having to repeat directions several times.
- If you speak too quickly/inaudibly, your students will be confused and may start to panic, which can cause injury or death.

Step 5: Reassure yourself and those around you

- Remind yourself that it will be ok. You have prepared yourself and your students for this. You know what to do. The emergency will pass.
- Reassure your students. Offer them words of comfort. Remind them that they have practiced the drills that will keep them safe. Let them know it will be over soon.

Step 6: Prepare for next time

- There will be life after the emergency and you will need to know what went wrong for the next time.
- Whether a drill or real situation, make a mental note of mishaps in procedures and implementation. This will be important in saving future lives.
- Write these things down as soon as everyone is safe and secure. Do it while it is still fresh in your memory.
- Share with others. Procedures may need to be revised and others will benefit from your knowledge.

Source: Gerrish (2014).

Staying calm can mean the difference between life and death in a crisis. By following these six steps, you will not only keep yourself safe, you will ensure the safety of those around you. Children will stay calm knowing you are in control and parents will be likely to keep their children enrolled in school when they see that emergency situations are handled properly. Future lives and minds depend on you.

3.2: First aid

All school staff should have a basic knowledge of first aid. Students, staff and visitors can be injured at any time on school grounds during emergencies, or during times of normal operation. Knowing basic first aid skills and procedures is vital to ensuring safety and well-being and could save someone's life. The information provided here does not replace formal first-aid training or certification. It carries no accreditation or recognized qualification, but rather provides an introduction to essential procedures that all teachers should know.

Testing your knowledge and skills will help you feel confident and ready to administer first aid. Outlined below are some basic first aid tips that cover steps to follow if you find someone who's unresponsive and not breathing, choking, unresponsive and breathing, heavily bleeding, having a seizure, diabetes, or asthma attack. Familiarize yourself with these steps and practice scenarios with a fellow teacher or staff member. Request a first aid training for all school staff members if one has not been completed or it has been a few years since everyone was trained. Remember if you see someone who needs first aid assistance, stay calm and call for help. The procedures listed below and your knowledge and skills may save someone's life.

Basic first aid tips

First aid for someone who's unresponsive and not breathing

Key skill: The delivery of chest compressions

1. Check breathing by tilting their head backwards and looking and feeling for breaths.
2. Call emergency services as soon as possible, or get someone else to do it.
3. Push firmly downwards in the middle of the chest and then release.
4. Push at a regular rate until help arrives.

First aid for choking

Key skill: The delivery of back blows

1. Hit them firmly on their back between the shoulder blades to dislodge the object.
2. If necessary, call 999 or get someone else to do it.

First aid for someone who's unresponsive and breathing

Key skill: Place the person on their side and tilt their head back

1. Check breathing by tilting their head backwards and looking and feeling for breaths.
2. Move them onto their side and tilt their head back.
3. As soon as possible, call emergency services or get someone else to do it.

First aid for someone who's bleeding heavily

Key skill: Put pressure on the wound

1. Put pressure on the wound with whatever is available to stop or slow down the flow of blood.
2. As soon as possible, call emergency services or get someone else to do it.
3. Keep pressure on the wound until help arrives.

First aid for seizures (epilepsy)

Key skill: Make them safe and prevent injury

1. Do not restrain them but use a blanket or clothing to protect their head from injury.
2. After the seizure, help the person rest on their side with their head tilted back.

First aid for diabetes

Key skill: Give them something sweet to drink or eat

1. Give them something sweet to eat or a non-diet drink.
2. Reassure the person. If there is no improvement, call emergency services or get someone else to do it.

First aid for an asthma attack

Key skill: Help them take their medication

1. Help the person sit in a comfortable position and take their medication.
2. Reassure the person. If the attack becomes severe, call emergency services or get someone else to do it.

Source: British Red Cross (n.d.).

3.3: School-based emergencies

School-based emergencies refer to incidents that originate on the school's campus. While there are many that will fall into this category, the highest priority of these will be fires, as they spread quickly and become deadly in a matter of minutes. Your school may also experience frequent power outages, depending on location. Although not as deadly, they can cause accidents and injuries if not handled properly. School evacuations, may be required due to threats on or off-campus. Following the safety tips in this section will better prepare your school team to handle these more common emergencies.

3.3.1: Fires and fire safety

The most frequent safety drill you conduct will most likely be fire drills. Fire drills should be practiced regularly and reviewed consistently. In the beginning stages, teachers should be given fair warning of upcoming fire drills. However, fire drills should also be conducted at unexpected times so that staff and students become accustomed to responding without prior warning. When setting up your classroom/building, the following measure should be taken.

Fire safety measures

- Inspect exits regularly. Never allow exits to be blocked. When a fire happens, mere seconds can determine the difference between safety, injury, or death. Time spent removing blockages could even cause a bottleneck preventing staff and students from escaping to safety.
- Know the locations of fire safety items, such as alarms, sprinklers and extinguishers (if applicable). If these items do not exist or are missing, your supervisor should be informed immediately.
- The alarm for a fire should be different than that of other alarms so that all who are alerted know immediately and can respond appropriately. A separate, distinct alarm should sound when it is safe to re-enter the building.
- Each individual classroom/ office should have its own escape route based on the quickest and most efficient path to safety. Paths should not pose additional hazards or cause congestion. Each individual route (map) should be posted visibly and consistently in their respective locations.
- Classrooms should also have their own designated safe areas.
- Order is more important in exiting than speed. Students should stay in single file lines. Remind your students of this. Disorder can increase the amount of time it takes to escape greatly.
- Students should remain silent during fire safety procedures. If a student is trapped and calling for help, talking students may drown out their cries. The only time a student should talk is to alert an adult that something is wrong or someone is missing.
- Take a copy of your roster with you so that you can account for your students when you reach the designated safe area.
- Everyone in the school should have a role to play during a fire. For example:
  - Teachers should be responsible for relocating their own class to safety and accounting for their students.
  - Administrative staff should have designated sections of the school to which they are assigned. Each administrator should check with all teachers in their section an accounting of students and report any missing students to all other administrators immediately so the missing student can be located.
  - One school leader (most likely the principle) could be in charge of giving the all clear to return to the building.
- Students should have a role as well. This is where the buddy system can come into play. While students should focus on escaping quickly, safely and in an orderly fashion, they should also know to alert you right away if their buddy is not in the designated safe area.
- Students who have special needs should be given special consideration. Their exit route may be the same or different than others. Emergencies should be considered when creating their daily schedule as well. For example, staff should avoid placing a student with limited mobility in classrooms that are not on the ground floor as elevators cannot be accessed in a fire. Have a responsible student or adult as their designated buddy.
- Encourage your students to practice fire safety at home. Not only will they be more prepared at school, they can actively contribute to the safety of their families and loved ones.

Source: NFPA (2017).

3.3.2: Electrical outages

It is not uncommon for schools to experience power outages, just as homes do. Power outages are often more minor situations, but there still must have clear procedures in place to avoid injury. Some things to keep in mind:

Safety in electrical outages

- Ensure that students remain calm and still. Do not let them get up and move around as their eyes are still adjusting to the darkness.
- Wait for further instructions from your supervisor. The cause of the electrical outage will determine what you and your students need to do.
- Continue teaching, unless told to do otherwise.
  - Ensure that backup generators are available for light and other aspects of lessons that require power.
  - Think of how daily lessons can be adapted to a lack of electricity.
  - Have several back-up activities prepared in the case that you cannot adjust your current lesson to the power outage.
- Stay indoors unless instructed otherwise. Outages may be caused by downed power lines or damages infrastructure nearby that could pose a threat.

Source: New York City Office of Emergency Management (2013).

3.3.3: School evacuation

There will be times when you may need to quickly evacuate children from school. Reasons for this may vary. As such, your method and means of evacuation will differ depending on the type of threat you are seeking to avoid. An alternate location will need to be pre-determined. There may even be more than one alternate location, depending on the threat and the size of the alternate location. Your school and community team will have to discuss specific measures to be taken during evacuations. Some things to keep in mind:

Evacuation planning

- Transportation: Will students and teachers walk, or use a bus or other vehicle?
- Will students be transferred to one location, or multiple locations?
- Teachers should be sure to keep copies of their class rosters with them to account for all students. A buddy system, similar to the one in fire drills, can also help to alert teachers when a student is not accounted for or has trouble along the way.
- How will parents and guardians be notified of the location change? Will a phone tree of sorts be established?
- Will teaching continue once students have been moved, will students remain at the alternate location beyond school hours for their safety, or will parents/guardians be notified to come and retrieve them?
- Will school continue as normal the following day, will it proceed at the alternate location, or will remote learning take place?
- Who from the community will be assisting in the evacuation and school continuation?

Ideally, school procedures and safety should allow for students to stay in the school building. However, preparing for times when staying is not in the best interest of the staff and students' safety will help to avoid disruptions in learning and preserve continuity.

3.4: Weather-related emergencies and natural disasters

Depending on the area where your school is located, you may be subject to weather-related emergencies or natural disasters. The following section will guide you through both preventative measures you can take to mitigate these hazards, as well as procedures and precautions to be taken when emergencies occur. This section is neither inclusive of all potential hazards, nor is it a substitute for proper training. Local, national and regional directives should always be followed.

3.4.1: Drought and famine

When it comes to droughts or famines that affect a school community, much of the response is beyond the school-level. However, there are several things that a school can do to prepare and protect against these potentially

damaging natural processes. The following should is a checklist of potential strategies that can help your school mitigate the effects of drought or famine in your area.

Mitigation tips for drought/famine

- Never pour excess water down a drain if there is use for it.
- Be on the lookout for broken or leaking plumbing and notify maintenance or other school personnel immediately.
- Consider planting drought resistant crops on site to aid in the school's feeding program. This can also be used as a tool in teaching a variety of science lessons.
- Consider rainwater harvesting prior to dry seasons.
- During droughts, avoid flushing toilets when possible.
- Purchase instant hand sanitizer for students to use instead of running water.
- If your school has on site laundry facilities, only use washers when they are completely full.
- Keep non-perishable food items on hand to supplement your school feeding program during times of famine.
- Be understanding if some of your students relocate for periods of time during droughts or famine. Have catch-up programs (such as evening, or summer courses) in place for students who may miss weeks or months of school due to seasonal changes.

Source: Department of Homeland Security (n.d.a).

3.4.2: Storms

Storms can take on many forms, but there are common characteristics between all of them that pose a threat to the safety of staff and students. Such characteristics can include high winds, torrential rains and lighting. When this is the case, harmless objects can turn into deadly debris. Taking the following steps can help to lessen the effects of these hazards:

Basics of storm safety

Before:

- Ensure that there are no dead or rotting trees, bushes, or branches close to the school that could come loose or detach during a storm and become lethal.
- When storms are in the forecast, move all outdoor activities indoors, or postpone them for another day.
- Secure all outside items that could blow away or become damaged.
- Keep all students indoors to avoid lightning and other hazards. If you operate on a rotating class schedule, you may have to skip rotation if students have to go outside to switch classes.
- Secure all windows and doors and keep students away from glass doors and windows.
- Unplug electronics that are not in use.
- Keep away from all running and still water as it is a conductor for lighting and poses a threat of electrocution.

During:

- Do not use any electronic objects that are plugged in, including landline phones. Power surges from lightning can cause harm to people and buildings. Cordless or mobile phones are okay for use.
- Do not use plumbing such as running water or showers as they can conduct electricity if lightning strikes.
- Remain as far as possible from doors and windows until the all clear is given.
- Avoid concrete floors and walls if possible.
- Remain indoors until the all clear is given. Do not stay in an area with tall trees or other natural lightning rods.
- Stay away from any metal objects as they are natural conductors.

After:

- Remain indoors until the all clear is given.
- Stay away from other damaged buildings and report any downed power lines.
- Be on the lookout for animals whose enclosures may have become damaged during the storm, putting them on the loose.

Source: Department of Homeland Security (n.d.d).

3.4.3: Floods

Floods are an extremely dangerous byproduct of heavy rains, deforestation, improper drainage, other storms, or even tsunamis. Floods carry the potential for landslides, structural damage and drowning (UNISDR, 2010). It is important to have specific evacuation procedures laid out for times of sudden flooding. Schools should closely monitor radios or other media sources for local and national alert systems to warn of impending floods. Additionally, the following safety guidelines should be adhered to.

Guidelines during floods

- If there is a chance for impending flood, move to higher grounds before it reaches your school. This should be a specific evacuation site identified. All parents should be aware of the location ahead of time to prevent potential loss of life while trying to retrieve evacuated students.
- Never walk through flood waters. It only takes six inches to sweep a person off of their feet- presumably less for smaller youth.
- Disconnect electrical appliances before the flood reaches you and do not touch electrical equipment or water around electrical equipment as it could cause electrocution.
- Shut off main electric or gas sources if possible.
- Avoid even seemingly slow moving streams of water as swift undertows could be deadly.

Source: Department of Homeland Security (n.d.c).

3.4.4: Volcanic eruption

Volcanic eruptions are some of the more dangerous natural disasters that cause a great deal of damage. Burning hot lava, noxious gas and flying solid particles are all life-threatening occurrences during eruption. Hot ash and pyroclastic flows can also incinerate buildings and human beings on contact (UNISDR, 2010). Great care should be taken in preparation for eruptions if you live in a zone that is prone to this type of geological activity. Consider the following:

Emergency safety before and during volcanic eruptions

Before:

- Ensure that your school has a volcano emergency kit with the following items: water, non-perishable food, flashlights and extra batteries and a battery operated radio for communication.
- Ensure that you have plans for transporting children to a safe location in the event that geologic activity begins while school is in session and there is no time for parents or guardians to retrieve their children. Parents and guardians should all be aware of this location ahead of time and a system for notifying guardians of evacuation should be in place (see evacuation procedures).

During:

- When the order to evacuate is given by authorities, follow immediately.
- Do not hold classes if there is potential for eruptions in the immediate future.
- Avoid mudflows, which can travel faster than human beings can run. Do not cross bridges without looking upstream. Do not cross if a mudflow is coming.
- Avoid low-lying areas.
- Be aware of your students who have physical impairments or special needs. Specific plans need to be laid out for getting these students to safety.
- If evacuation is not possible, remain indoors to protect from hot ash. Keep windows, doors and ventilation systems closed.
- Put on long sleeves and pants if possible for protection. If you wear contact lenses, take them out. Keep a pair of glasses handy to put on.
- Put a mask or wet cloth over your nose and mouth to protect your lungs from hot ash.
- If evacuation is not possible, do not leave your shelter unless there is danger of building collapse. In this case, have another room identified where you will go to ahead of time.
- Avoid driving in heavy ash if possible as it can stir up more ash and clog engines. If you must drive, stay under 55 kilometers per hour.
- Keep the battery powered radio on so that you may listen for specific instructions from authorities. Under no circumstances should you leave any of your students unattended.

Source: Department of Homeland Security (n.d.e).

3.4.5: Earthquakes

When it comes to mitigating the dangers of seismic activity, preparedness is key. Over half of children who die in earthquakes each year die in school buildings (UNICEF, 2009). This is not acceptable. There are several steps that must be taken before, during and after a seismic event.

Earthquake preparation and safety

Before:

- Pay attention to the non-structural items that are in your classroom. Non-structural items might include light fixtures, partitions, computers/AV equipment, or other items that may shift/come loose and cause injury during an earthquake. Be sure that these items are properly secured by yourself or a member of maintenance so that they will not pose a threat.
- When practicing drills, tell students to be on the lookout for items or furniture that could cause harm or injury. It can be empowering for students to know that they are helping to mitigate structural hazards.

During:

- When the quake starts, all should drop to their hands and knees to keep from falling.
- You and your students should cover your heads and necks to protect your senses and major arteries.
- If possible, crawl under a desk or table. In your drill procedures this should be outlined and all students should know which desk or table to crawl under based on their location in the room.
- Individuals who do not have shelter to crawl under should move away from windows and close to an interior wall. It is important not be close to any glass, outer doors, or anything that could fall on someone.
- If you are able to do so, hold onto something until the shaking stops.
- Remember to stay put during the shaking! Do not run outside as there could be greater potential hazards outside, such as downed power lines, trees, or other debris.

After:

- If a safe path is available, exit the school and go to a predetermined location in open space. Once there, ensure that all students in your charge are accounted for.
- If you or someone else is trapped, DO NOT MOVE. Wait for professionals to arrive. Trying to move yourself or someone else could cause extensive injuries.
- Once safe, check yourself and your students for injuries. Do not provide more than basic first aid on which you are trained.
- If you are near a coast, get to higher ground. Earthquakes can trigger tsunamis.
- Be prepared to take cover again in case there are aftershocks.

Source: Department of Homeland Security (n.d.b).

3.5: Attacks on the school and kidnapping

Attacks on schools, during times of conflict or otherwise, have been identified by the UN as one of the six grave violations of war and have been condemned by the UN Security Council (UN, 2014). That being said, attacks on schools,

kidnapping and military occupation of schools still happen. Prevention strategies are key in protecting against these dangers. Action steps can take place at the individual, school and community level. By involving a variety of actors in keeping schools safe, the potential dangers of conflict can be avoided and schools can remain a safe space for students and staff.

3.5.1: What the individual can do

Individuals, through small actions, play a large role in protecting against attack and kidnapping. All teachers and staff within a school should be required to wear identification tags in some form that are visible at all times (GCPEA, 2014). If an adult is on campus without an ID tag, teachers and staff should stop them and ask for it. If they do not have one, they should be escorted to a registration area where it can be obtained. This will help ensure that all adults on campus are identified with their purposes known at all times and prevent unauthorized adults from roaming around school grounds. Active awareness is key.

Additionally, the coming and going of students should be known and monitored. A written record of who is authorized to pick up or drop off children should be kept. If anyone other than the parent or guardian of a child comes to school to retrieve a student, they should be registered ahead of time by the parent or guardian. For students who are not picked up or dropped off by parents, walking groups can be organized with specific pickup and drop off points (GCPEA, 2014). This will prevent students from having to walk alone, hence, less likelihood for kidnapping. Precautions such as these are especially important for female students. Teachers should take similar precautions in their commute as well.

3.5.2: What the school can do

Schools should also ensure that all staff and students are trained to recognize potential threats. Students should be fully educated on their rights and warned against trafficking, exploitation and other potential human rights violations and how to recognize them (See warning signs from Unit Two).

Students and staff should be trained to look for signs that something may be amiss, both on and off campus. Campuses should be adequately staffed so that there is proper supervision in all areas. In this manner, teachers will be able to recognize anything that is out of the ordinary and students will not have to go searching for a teacher for whom to report (UNICEF, 2009).

Having various forms of lock-down procedures in place can also serve to keep students and staff safe in the event that there is a direct threat during school hours. During a lockdown, the following safety measures should be taken:

Lockdown safety procedures

- Check to see if there are any students in the hallways and bring them to the nearest classroom. Do not allow students to leave until the area has been cleared.
- Close and lock all doors and windows. Do not open your doors for anyone.
- Have a pre-established form of communication to alert when students are missing or when you have additional students in your room so that all individuals on campus are accounted for.
- In some cases, for lower level alerts, you may continue teaching your class.
- When threats are more imminent, teaching will cease and doors/windows will be covered so that no one can see into your classroom.
- Move all students to a location in the room where they cannot be seen.
- Do not allow students to use personal communication devices, such as cellular phones.
- Do not allow anyone to exit or enter your classroom.
- All should remain completely silent.
- In some cases, local authorities may need to check the campus for safety. Have a visual (not verbal) mechanism for showing that your classroom is clear of any threat. Be sure that it is something only your staff and local authorities would recognize to mean a room is secure (such as a colored card placed in front of the door).
- Have alternate procedures in place for when an emergency happens during non-class times, such as breakfast or lunch.
- Consider having an established code-word to let staff know when all is safe and secure. Remember, attackers may try to force school leadership to say that all is secure when it is not. Having a code-word can prevent staff and students from leaving their safe spaces prematurely.

When there are direct perceived threats to a school building, these threats should be taken seriously. Schools should have pre-established alternate locations in which to hold classes during times of duress to avoid complete closure. Additionally, schools should consider various forms of distance learning to avoid interruption. Phone calls, email, Skype and parents coming to school to pick up work for students are all options when the student's' physical presence in a classroom is not possible (GCPEA, 2014).

3.5.3: What the community can do

There are things that the local community can do to prevent attacks, kidnappings and military occupation of schools as well. The organization and mobilization of the community will be discussed in more detail in Unit Four. However, the following are some examples of how the community can aid in the prevention of these unfortunate events.

Community participation in preventing attacks/kidnapping

- Consider recruiting unarmed guards to voluntarily stand watch on school grounds 24 hours per day. Often, just the presence of an unarmed guard is enough to ward off an attack.
- Enlist community members to escort groups of children and/or teachers to school.
- Create protection committees to warn of threats or coming attacks.
  - Establish a "phone tree" or warning chain of sorts to alert all when an attack is eminent.
  - Where phone service is unavailable, community networks can be utilized.
  - Ensure that those enlisted in this capacity are trustworthy and reliable.
- Involve local authorities in the protection of schools.
- Have religious, clan and other community leaders with influence publicly condemn attacks on schools, abductions, or military usage of campuses.
- Identify locations that can be used as temporary learning spaces when the school building itself is not an option. Homes, community buildings and religious sites are all possible alternatives when it is not safe to send children to school. Train volunteers to serve in these locations until schools can be re-established.

Source: GCPEA (2014).

The safety of the schools is a community-wide effort. All members of a community have stand to benefit from the protection of the schools. Simple steps such as these can go a long way in ensuring that schools remain safe, child-friendly spaces.

3.6: Aftermath: How to rebuild and promote psycho-social recovery

No matter how much care in preparation is taken to prevent emergencies, they sometimes still happen. Your students may also be dealing with stressors outside of school that can impair their learning in the classroom. This is why schools need to view themselves, not only as a source of safety, but also as a source of healing and psycho-social recovery. In times of uncertainty, schools can be a source of stability for students and teachers can provide a stable and positive adult-child relationship where there may not be one. Learning successes help to boost self-confidence in students who've experienced trauma. Sports and art activities can help children to relax and develop a sense of belonging. Schools should be prepared to provide psycho-social services to students and teachers can help to support healing in the classroom. When proper psycho-social recovery practices and services are in place, students are better able to reach their full academic and social potential (Nicolai, 2003).

3.6.1: Types of stress[4]

Stress is not always a bad thing in a person's life. Under the certain conditions and with the proper supports, stress can be an opportunity to build resilience. Resilience is defined as the 'interpersonal, intra-personal and cognitive skills that help marginalized people endure in the face of often very difficult circumstances' (IIEP, 2015, p.19). There are three types of stress that students experience, each with their own responses required by caring adults. It is important to remember that in some cases, you may be the only caring and consistent adult in a student's life, so understanding these three types of stresses is vital to your role as a teacher.

4 Information and suggestions from this section derived from *INEE background paper on psycho-social support and social and emotional learning for children and youth in emergency settings*, INEE, 2016a.

The first type of stress, positive stress, causes a brief increase in heart rate and elevates stress hormones. A caring and responsive adult can help a child to cope with and navigate the stressor, thus enabling the physical responses to cease. An example of this kind of stressor could be a difficult school assignment or missing their ride home. These types of stressors help children learn how to adjust in difficult situations and contribute to healthy development.

The second type of stress, tolerable stress, is more severe and undesirable, but is a part of the reality of life in many places. Tolerable stressors include death of a family member, illnesses, injuries, natural disasters, or even incidents of terrorism. Once again, supportive and caring adults that help the child to cope in these situations can alleviate the physical responses to stress and diminish the effects of psychological harm. The child can enhance their adaptive coping skills and subsequently regain a sense of control.

The third type of stress is toxic stress, which is when a stressor overwhelms a child's undeveloped coping mechanisms leading to long-term impairments or illness. These types of stressors are frequent and prolonged, causing a longer-term activation of the stress response system. Often times in these situations, a positive and caring adult is not available. Examples include child abuse and neglect. Sometimes the stressors are coming from multiple sources causing a cumulative, toxic effect. Toxic stress inhibits the ability to learn as emotions are tied in with cognition. Students are less able to hear and understand or to remember what they have learned from their teacher or in books.

In this regard, a positive classroom creates the optimal learning environment for students. The availability of at least one caring adult is a vital protective factor. Close bonds and relationships help children learn to trust people and contribute to healthy emotional development. Another protective factor the classroom provides is a stable daily routine which enables a child to trust their environment. Throughout this process, resilience can be developed within children when they are able to draw upon protective factors in their lives to serve as 'buffers' against adversity. Establishing these protective factors is just as important as minimizing risks.

3.6.2: How education can help

As stated before, education be a great source of healing in the aftermath of tragedy. Going to school offers a sense of normalcy, stability and routine for children. Children are offered a break from harsh realities and are able to focus on play and successful learning and see hope for a future. Even so, schools should have systems in place to support students in their recovery beyond normal classroom routines. Additionally, while schools can provide psychological support through school counselors, partnerships should be created with local organizations to fill in the gaps. The following checklist is a guideline for assessing the needs of your student population and determining appropriate services and structures.

Psycho-social checklist

General Conditions:

- Were situations of violation of child rights at the origin of traumatic events?
- Have situations of abuse stopped or are they continuing to create a climate of insecurity for children and their families?
- Are families living together?
- Do they have sufficient privacy?
- What is being done to enable families to live in dignity and provide care and protection for their children? What more can be done?
- What are the normal activities in the community to assist children who have difficulties?
- What are the community's normal mechanisms to respond to and deal with psycho-social distress? How can they be strengthened and built on?
- How do the general living arrangements and social organization of the population affect the protection and care of children?
- What measures could be implemented to improve the living conditions of children and their families?
- Are there persons in the community who could provide regular activities for children, such as non-formal education, play and recreation?

Continued on the next page

Parents:
- What is the nature of hardship and stress faced by parents that is affecting their well-being as well as how they care for their children?
- What measures can be implemented to reduce this hardship?
- Are parents seen beating their children more than is normally permissible within their cultural framework?
- Are there opportunities in place for parents to discuss and seek support for distressing difficulties that they and their children must deal with?

Children:
- Are children being provided with inadequate nurture and care?
- What measures might be taken to improve the care that such children receive?
- Are there children who are alone?
- Are there children who are behaving in an aggressive and violent manner?
- Are children provided with culturally appropriate opportunities to talk about concerns, ideas and questions that they have?
- Do children have the opportunity to play?
- Are the special needs of unaccompanied children, long-stayers in camps and children in confinement being addressed?

Services:
- Are education and other activities provided so that children are able to participate in regular development-enhancing activities and re-establish a sense of routine?
- Do refugee adults and children have access to social services to help address difficulties?
- Are systems in place to identify and assist children experiencing psycho-social distress?
- Are training and support being provided to teachers? Are primary healthcare and other service personnel available to help them better support children?
- Do specialized mental health services exist to which children in severe distress might be referred?

Source: INEE (2004, p.49); INEE (2010, p.72).

3.6.3: How teachers can help

As a teacher, there are a number of things that you can do to promote psycho-social well-being in your classroom. First and foremost, ensure that your classroom is a safe space free from bullying and violence (this includes corporal punishment). Understand that sometimes challenging or changed behavior is a response to stress and trauma and not a reflection of the student's feelings towards you or your procedures. Do not over punish or

ignore challenging behavior. Rather, practice patience with your students and let that be a model to other students on how they should treat each other. Practice cultural sensitivity and allow the use of mother-tongue languages (policies permitting) when students are discussing learning activities with one another (Nicolai, 2003). The following activities can help to promote psycho-social well-being in students who have experienced traumatic events.

Psycho-social well-being activities	
Type of activity	**Significance**
Play	Particularly those played within the culture
Sport	Especially teamwork, to help children's self-esteem and cooperative skills
Oral history projects	Children learn about themselves and the value of different cultures; this also strengthens inter-generational communication and understanding
Drama	Children can explore controversial themes in a safe way
Music, singing and dance	Allows for expression, co-operation, affirming cultural identity
Art	Useful to help children express themselves and explore themes- individually and collectively, does not have to be intended as 'therapy'
Writing	Stories, poems, diaries, letters- these activities promote literacy as well as helping children to come to terms with their experiences
Gardening and nature	Developing practical, positive skills and taking pleasure in nature
Source: Nicolai (2003, p.121).	

Additionally, you may have students in your classroom who are suffering from Post-Traumatic Stress Disorder (PTSD). Children suffering from PTSD often have impairments in cognition and development that can affect their learning and relational skills. However, as a teacher, you can actually aid in healing these impairments through best classroom practices (Brunzel et al., 2015). The following are healing practices that you can do in your classroom.

Healing classroom practices	
Best practice	**Significance and examples**
Teaching self-regulation	• Children with PTSD have damaged physical and emotional regulatory response systems. • Physical regulation (regulating heart-rate) can be taught through rhythmic activities such as drumming, exercise, yoga and other mindful activities. • Regulation can be taught through identifying difficult emotions and teaching de-escalation strategies. Students can also learn to identify emotions of others through reading and reflecting upon emotion rich reading passages.
Building strong relationships	• Traumatized students often suffer from disordered attachment styles. Inconsistent familial relationships often cause students to be distrustful of teachers and authority figures. • Teachers can aid in reparation through exhibiting positive, consistent regard for a student's value, irrespective of a student's behavior or response to the teacher. • This requires a teacher's understanding and control of their own stress response. • Consistency and reciprocal interactions are key.
Foster positive emotions	• Fostering positive emotions in daily lessons can improve students' attentions. • Incorporate music, decoration with calming and colorful visuals, adjust lighting and arrange the classroom in such a way that promotes collaboration. • Begin lessons with a positive and humorous attention grabber such as videos, comics, or other media. • Integrate positive and thought-provoking life lessons on a regular basis.

Build character strengths	• Building upon character strengths increases student agency and helps promote the attainment of personal goals. Remember, talents are different than character attributes. • Emphasizing identification of character strengths aids in selecting future pathways and enhances overall sense of well-being and fulfillment. • Character strengths can fall into six categories: wisdom/knowledge, courage, humanity, justice, temperance and transcendence. • A variety of character strength identity assessments can be found online. Ex: https://www.authentichappiness.sas.upenn.edu/
Teach a resiliency mindset	• It is important to remember and acknowledge that trauma-affected students are making resilient decisions on a daily basis that may not be obvious: the choice to come to school, the choice to attempt homework, navigating relationships with caregivers, teachers and peers, etc. • Promote positive self-talk during frustrating situations. • Introduce resiliency vocabulary and review on a regular basis. • Encourage students to bring in examples of resiliency in their own lives or in the lives of their heroes
Foster an attitude of gratitude	• Encouraging students to find reasons to be grateful in hard times is paramount in showing that there is always hope. • Focusing even on little things, such as a friend's joke, or playing a favorite game, helps students build emotional, cognitive and social resources upon which to draw. • Keeping gratitude journals and showing gratitude towards others helps students build strong and empathetic relationships.

Source: Brunzell et al. (2015).

3.7: Violent extremism[5]

Sometimes there will be conflict amongst students in your classroom as it is a natural part of human nature. This can be exacerbated in fragile contexts or when a community has experienced a large-scale emergency. However, natural conflicts are different than violent extremism. Loosely defined, violent extremism refers to the use of a particular belief-system to justify violence or force against a person or group as a means to achieving a particular end. Discussing large-scale emergencies in class can be a way of preventing violent extremism. It is normal to feel apprehensive or be overwhelmed at the prospect of discussing such things in class. Students also may be afraid of, or not used to talking about their fears with adults. Several children within a class may have the same fears, but won't know it if it is not discussed. In voicing common fears, children find support they may not have known existed and will feel less alone (IRC, 2004), thus eliminating the need to join an extremist group for a sense of belonging.

The following talking points should help guide you in leading a discussion about things that have happened. Some of these talking points may need to be adapted depending on the local laws or context. Remember, classroom activities, especially when dealing with violent extremism, should never increase the safety risks to children or put them directly in harm's way.

5 For more information and activities, please see the accompanying *Preventing Violent Extremism* guide.

Talking points to discuss violent extremism

- Children want and need facts. Vagueness can be confusing and distressing.
- Allow students to discuss their own theories and ideas.
- Direct students to resources of information and assistance.
- DO NOT ask students to tell their own individual stories or single them out when you have information about their experiences. That is theirs to share at their own discretion.
- Let them know that it's ok to be afraid, confused, angry, or to feel guilty. These are normal responses.
- Ask them if they have questions. Listen carefully and answer honestly.
- Only answer questions that are asked.
- If you don't have an answer, be honest. Knowing that you don't have all the answers either may make students feel better. Seek out answers when you can.
- Use realistic terms and avoid euphemisms.
- Emphasize:
  - Each student is valued and will be supported.
  - Set ground rules establishing that no one will be put down for their feelings or be dismissed when their feelings are different than someone else's.
  - Remind them that school is a safe place.
  - Let them know that reactions will vary from student to student and day to day- this is okay.

Source: IRC (2004).

Community-wide traumas can be a scary thing to think about and discuss. By creating a classroom support system, you will reinforce that school is a safe place, both physically and emotionally. This will help contribute to a culture of peace that can extend beyond the classroom and into the greater community.

Unit 4

Involving the community[6]

6 The information and suggestions from this section have been adapted from *The Role of Communities in Protecting Education from Attack*: Lessons Learned, GCPEA, 2014.

Aims and Objectives

At the end of this unit, participants will:

Understand the value added by a school safety committee

Know how to establish a school safety committee and identify risks

Know how to develop and resource an action plan

Know how to monitor, evaluate and revise plans accordingly

One of the most important steps in creating an action plan for school safety is involving the community. According to Nicolai (2003), doing so is mutually beneficial and not only improves the safety structures of the school, but also creates a farther-reaching sense of pride in and ownership of education. For communities that have been impacted by conflict and other emergencies, such partnerships can promote community-wide psycho-social healing as focusing on children and education provides hope for the future. Additionally, school-community partnerships have the potential to:

- Develop practical skills amongst community members.
- Guarantee that education responds to the actual needs of children in ever-changing contexts.
- Support teachers and administrators to maintain and further develop a school.
- Mobilize the wider community for support.
- Encourage parents and guardians to give proper support for educational activities at home.
- Provide the community with a better understanding of the school, their activities and approaches to instruction.

One of the best ways to incorporate the community is to form a School Safety Committee (SSC). The following sections will give you an idea of what to consider when forming and running a SSC that incorporates the community at large. The process is as follows:

Forming the committee → Identifying assets/gaps→ Risk assessment→ Develop an action plan→ Monitor, reflect and re-evaluate

4.1: Forming the committee

Coordination and collaboration between the school, parents and various local groups is essential to running an effective SSC. A well-managed and organized SSC can help to avoid any unnecessary waste of time and resources. When establishing the SSC, you and your team must consider who will serve on the SSC, what the community assets are, where are the gaps and what the role of children will be. Considering these factors and elements in the planning stage will make for much stronger SSC that will aid in the safety of all students and staff.

4.1.1: Who will serve on the SSC?

The members of the SSC should consist of an appropriate representation of the greater community. Members from all identified groups, including minorities, should be represented and there should be gender-balance. Ensuring that an SSC is representative of the community creates stronger ties between groups and helps to foster a farther-reaching sense of ownership amongst community members. Various groups have important insights and strengths to offer to such a committee and they should be recognized for their contributions. It is also important to consider those that are helpers by nature and individuals/groups in whom children trust. Engaging those with these natural tendencies and abilities will make for a stronger, more committed SSC, producing more sustainable action plans.

A proper SSC is multi-sectoral in nature, thus ensuring a variety of considerations are brought to the table. NGOs, religious groups, parent-teacher associations, youth groups and other community-based organizations may already be engaged in safety activities. Bringing together members from various groups can help to improve planning, coordination and implementation.

4.1.2: The role of children and youth

When establishing an SSC and its procedures and action plans, children and youth add great value. Children experience emergency situations differently than adults and very often see things that adults may miss. Various types of children may have safety concerns that differ from one another as well (i.e. by ethnicity, minority group and gender). Therefore, all children within a school and community should have a role and a voice throughout each stage of the safety process. Training children to know and advocate for their rights, as well as providing mechanisms to report potential abuses (as discussed in Unit One) should be a part of any action plan. Children themselves are a valuable resource as well as they have the potential to teach, lead and influence each other in positive ways. Many aspects of an action plan can be adapted in age-appropriate ways that engage children and youth in the safety process (as seen in Unit Two). The following checklist can aid in the creation of your school's SSC.

Activity 4.1: SSC member checklist

- School board/school leadership
- Teachers and other staff
- Gender balance
- Representatives of minority groups
- Members of local community groups
- NGO employees or volunteers
- Religious leaders
- Influential community members
- Youth representatives
- Parents
- Business owners
- Local law enforcement

Source: GCPEA (2014).

4.2: Identifying resources and gaps

Once all of these steps are completed, it is time to begin allocating resources. The following sections will help you choose the best use of your resources so as to be as efficient as possible without sacrificing quality.

4.2.1: What is already being done and what are the assets of the community?

Often times, schools have a limited supply of resources. Therefore, it is important to recognize what is already being done as far as safety within the community to avoid duplication and waste. Consider all of your assets and engage in resource-mapping activities. Existing resources within the school, community organizations and parent-teacher groups should be laid out. All types of resources

should be considered. This can include money, building space and volunteers/staff. Leaders and influential individuals within a community are resources as well. Influential people and leaders can greatly contribute to school safety through public support and group mobilization. They can also be mechanisms for spreading vital information and educating on the importance of education and ensuring that schools are seen as safe-zones.

4.2.2: Where are the gaps?

In the beginning stages of establishing a SSC and identifying resources, gaps will inevitably be identified. Do not overlook or ignore these gaps! Doing so could put the schools, their staff and the children in attendance at great risk. Rather, these gaps should be seen as opportunities for further collaboration and discussion amongst various stakeholders. Can one, or multiple groups address the gaps? Do additional members need to be recruited? Does capacity-building or training need to take place? These gaps should be viewed as the responsibility of all members of the SSC until resolved, thus eliminating the potential for holes in safety to remain unfilled.

4.3: Safety risks and community concerns

Once your SSC has been established, children have been included and community assets and gaps have been identified, it is time to take stock of the risks that are facing the school. These risks can be both from the outside and within. Luckily, you have created a well representative SSC, so all of these threats and hazards will be recognized. Examining all potential risks and taking into consideration all community concerns, not just those of school staff, will ensure a more well-rounded view of school safety.

4.3.1: Conducting a risk assessment

Before any action plans are drawn up, the SSC should thoroughly examine the current situation in the form of a risk assessment. Risk assessments should address a variety of areas. The following is a list of questions that should be asked in this stage. This list can be expanded upon or adapted to your context.

Activity 4.2: Risk assessment questions

- What are the specific threats posed to children?
- Haw are various groups of children affected differently (e.g. girls, minorities, disabled)?
- What risks are faced by the school staff?
- What types of threats are posed to participating community members?
- Do certain school activities increase risk?
- Does the school's infrastructure pose certain hazards that need to be addressed?
- What are some of the environment/weather-related hazards of the region?
- Are there existing tensions/conflicts between various groups within the community that could pose a threat?
- Does the current political/social context pose potential threats?

Source: GCPEA (2014).

Once risks and threats have been thoroughly explored and identified, the likelihood of being affected by them should be discussed and the degree of damage that they could do should be examined. This will help to organize in terms of importance when developing the action plan. This does not mean that some threats should be ignored. However, priority is helpful when allocating resources and determining the volume and frequency of drills.

When determining potential risks, especially in a fragile context, identifying points of tension and conflict between groups or individuals can be a delicate process. Building social cohesion can be helpful in terms of focusing a community on educational priorities. Activities that create social cohesion could help to mitigate potential threats. If conflict-resolution activities are necessary as well, untrained staff members should not attempt these on their own. Doing so may pose additional threats to safety. While the school may play a role in social cohesion activities, conflict-resolution should always be conducted by trained professionals. Such professionals should be identified during the resource-mapping process.

4.3.2: Community concerns

While an SSC that is well representative of the community will bring many areas of concern into focus, even the best SSC will not be able to identify all fears that are felt by the greater community. Having a platform where community members can voice concerns can help to remedy this. The

existence of such platforms can help in gaining support from the community and make them more likely to engage and offer support during times of resource scarcity. Concerns for children and education may include activities surrounding food and water provision, shelter and healthcare. While these issues may not directly affect safety, they may have indirect effects and addressing them will build trust and breakdown barriers between the school and community. Platforms for discussion can be in the form of community meetings, focus groups, or regular key informant interviews. While appropriate methodology may vary with context, it is imperative that all community members are made aware of how they can voice their concerns and that their concerns are consistently reviewed.

Remember when your SSC is addressing community concerns that students are part of the community. While it may not be appropriate to include children in school board-type meetings, there are developmentally appropriate ways to ensure that children's concerns are addressed and included within an SSC action plan. Engaging students in safety is discussed in Unit Two, however some additional examples include: discussion groups, role-playing, games, youth group activities, etc. However, allowing children to voice their concerns should not be done in a way that would put them at further risk. Some activities may draw negative attention from opposition groups. Ensure that proper safety measures are taken during any activity in which your school engages. As always, allow for anonymous mechanisms through which students may voice concerns without the threat of repercussions.

4.4: The action plan

Once an SSC is formed, a risk assessment has been completed and all stakeholder concerns have been brought to the table, it is time to form an action plan. The action plan will reflect all of these areas and must be strictly followed. Additional resourcing and capacity-building may be needed. Outside groups may want to autonomously form to ensure safety as well. It is important that in this stage, as in the others, the safety of students and staff remains the top priority and is not overshadowed by other factors.

4.4.1: Developing an action plan

Since the SSC is multi-sectoral and representative of all community groups, the action plan will reflect this. Responsibilities will extend beyond teachers and staff. It will address all threats identified, with no stone left unturned. It will also include regular, community-wide drills that will involve all parties to the action plan. Practice is imperative to ensure that all kinks are worked out and security measures become second-nature. While adjusting the plan based on evaluation and feedback is important, veering too far from this action plan could be detrimental in maintaining the trust of the community, especially when stakeholders are not involved in, or informed of changes. Transparency is key in the forming and reforming of an action plan- especially in politically sensitive contexts.

4.4.2: Resourcing

When making decisions on resource allocation, the initial resource mapping, gap identification and risk assessment should be revisited. Resource allocation should be mutually agreed upon by all members of the SSC. Resources may come in the form of voluntary time, transportation, infrastructure, management and coordination activities and monetary gifts. All community groups and participating members should be recognized and valued for resources they provide. Community contributions are especially important when educational endeavors are underfunded. Additionally, ensuring equity in remuneration across ethnicities, genders and minorities will help to ensure continued support and avoid conflict. It can also help sustain safety mechanisms in times when payment is not possible and volunteers need to be relied upon.

4.4.3: Capacity-building

In your risk assessment, or in your identified gaps, you may find areas where capacity-building and training is needed. Do members and volunteers know what warning signs to look for when preventing emergencies or minimizing risks? Are there local organizations that can assist in training SSC members and community volunteers? In some cases, there may be a need for social

awareness, or social behavior changes. It is important that if this the case, trained professionals are involved in every stage of any sort of training or awareness projects. Consider also how such training could be cascaded in an efficient manner without compromising the quality of training. How can individuals/groups be trained? How can they share what they've learned or train each other? Approaching capacity-building in this way can lead to wider dissemination of necessary knowledge and skills.

4.4.4: Autonomous organization

Sometimes, community groups may decide to mobilize themselves autonomously in the name of school safety. This is ok! It allows for groups to organize in a way that works best for them and caters to their strengths. When groups are allowed to organize in this manner (i.e. choosing their own roles, responsibilities and leadership), the results are more long-lasting and sustainable. However, autonomous organization must not negate existing SSC activities or risk increasing potential violation to human/children's rights.

Remember, consideration for human rights and the well-being of the children should be the top priority in the formulation of each part of the action plan. If any part of the plan has the potential to put children in harm's way, it should be changed! This is especially important when considering staffing. Anyone who may come into contact with, or has a part in the safety of, children should have a thorough background check.

4.5: Process reflection and feedback

Reflecting upon and feedback for the action plan should be continual and ongoing at all stages of development, implementation and review. Keeping community members involved can help to identify problems or tensions earlier, so that they may be properly mitigated. Just as with other areas of the action plan, you should ask yourself if the monitoring & evaluation, reflection, re-evaluation and revision process meets the needs of all beneficiaries and stakeholders while ensuring student safety.

4.5.1: Monitoring and evaluation

Before a plan can be implemented, there should be clearly outlined mechanisms to monitor the action plan. Evaluation can be embedded into the process of conducting drills and mechanisms and pathways for reporting areas of weakness and newly identified gaps should be made known to all involved. This includes community members and children. Volunteers can be identified and recruited to monitor various aspects of the safety process and should be consulted often for feedback on what is working well and where improvements can be made. Just as when formulating the SSC, the monitoring team recruited should be a representative sample of the population. Remember, various groups experience emergencies differently. They can offer valuable inputs that, when brought together, help to ensure that safety procedures are whole and complete, with no gaps in safety coverage. On the following page is an example of a Safety Feedback form that can be adapted to various contexts and drills. While this form provides space for a name, the form can also be anonymous.

4.5.2: Reflection, re-evaluation and revision

Feedback that is collected, but not reflected upon provides no use. The SSC should meet on a regular basis to review feedback and reflect upon the action plan and safety mechanisms. Some aspects of the action plan may need to be re-evaluated. Are all members fulfilling their duties? Are safety procedures timely and child-friendly? Are there additional problems with infrastructure that have been identified? It may be necessary to revise certain aspects of the action plan. In this case, all members of the SSC, the community and the children should be informed as soon as changes are made. Knowing that their concerns are being heard will encourage future safety concerns to be reported and help to maintain trust. When procedures change, children will also need time to practice new routines. These steps will ensure the continued safety and participation of all involved.

Safety feedback form

Name: _____ Date:_____

_____

Safety procedure in question: _____

Date the drill was performed or concern was observed (if not applicable, write "n/a"): _____

Specific concern: _____

_____

_____

_____

Ideas for improvement: _____

_____

_____

_____

What was done well: _____

_____

_____

_____

How can we contact you?

Phone: _____

Email: _____

Postal Mail:

_____

_____

_____

****Thank you for your feedback****

Source: GCPEA (2014).

Unit 5

How to create a safety manual for your school

Aims and Objectives

At the end of this unit, participants will:

Understand the importance of creating school disaster prevention manual

Know important points to include in the manual

Learn how to create the manual reflecting regional and local context

5.1: Your school's safety manual

The risks and threats to safety will vary depending on the environment in which the school is located, the size of the school, the ages of the students, methods of commute, etc. Therefore, each school needs to make their own school safety manual that reflects regional and local context.

In each school, it is required not only to protect the lives of the students during times of emergencies, but also to ensure the safety of children on the way to and from school as well as resuming educational activities after the disaster.

An individual school's safety manual needs to be prepared in response to the three stages of crisis management:

1. Crisis management before emergencies: Establishing a safe environment and preventing emergencies
2. Crisis management when emergencies occur: Appropriately and promptly responding to the disaster and minimizing damages
3. Crisis management after the disaster: Resuming daily life, classes and to preventing recurrence

5.1.1: Purpose of creating manual

The purpose of creating a school safety manual for your campus is twofold: clarifying the role of staff and getting information to families and communities. It is important to clarify the role of all teachers and staff during

emergency preparation and response and to have it in writing for reference purposes. This preparation is the basis for future correspondence. Ensuring that families and partner organizations will also help to maintain the integrity of implementation and make sure everyone is on the same page. When an action plan is outlined and distributed to all parties involved, the response during emergencies will be smooth and organized. Areas for improvement are more easily recognized and appropriately addressed. It can also be a source of information to families on regional/national emergency response plans.

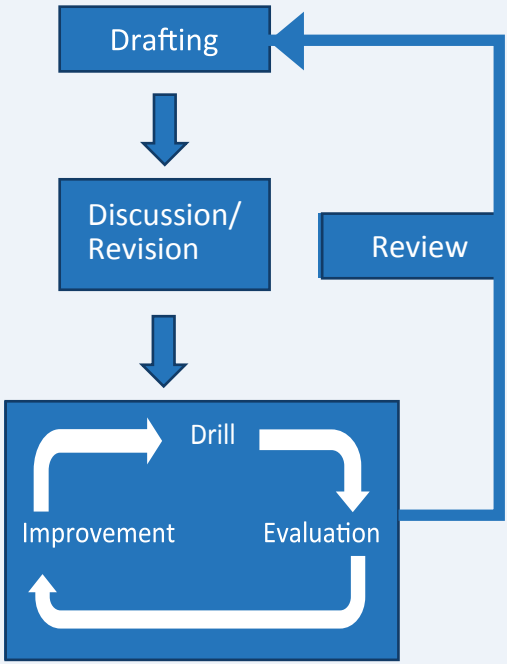
5.1.2: Steps for creating manuals

The following steps can aid you and your school team in the creation of your school safety manual.

Steps to creating a manual

- Step 1: Draft the school safety manual with your School Safety Committee
- Step 2: Discuss the contents of the manual with local governments and make necessary adjustments
- Step 3: Carry out drills based on the manual
- Step 4: Get feedback from parents and community members to identify challenges
- Step 5: Address issues which became apparent and request support from local organizations as necessary
- Step 6: Review the manual once again and make any necessary revisions

Source: MEXT (2012, p.7).



5.1.3: Considerations in making your manual

Three main things should be first and foremost in your mind when creating your manual: preparation, protection and rebuilding. Keeping the following in mind when preparing your manual will ensure a safe and secure environment for students and staff alike.

Three considerations in making your manual
Preparation: • Make sure to clarify the roles of all staff members • Establish a system for cooperation with parents, community members and local governments • Identify secondary disasters considering regional and local context • Carry out routine inspections • Provide in-service teaching trainings on safety • Utilize human resources outside school
Protection: • Carry out safety procedures as outlined in the manual • Ensure that you have reliable information during emergencies • Ensure that you are communicating with parents/guardians as necessary • Consider the risk of secondary disaster when handing students over to parents too soon • Establish guidelines with parents beforehand
Rebuilding: • Mental health: respond to students and staff's psycho-social recovery needs • Learn from mistakes and continually seek to improve • Consider curriculum to address post-emergency issues *Source:* MEXT (2012).

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United Nations Educational, Scientific and Cultural Organization

International Institute for Capacity Building in Africa

School safety manual

Tools for teachers

This publication offers technical guidance for teachers on how to address basic school safety. The Manual particularly aims to introduce teachers to the knowledge and skills needed for the establishment, maintenance and sustainment of a safe learning environment.

The *Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries* project is made possible through the generous support from the Government of Japan

4 QUALITY EDUCATION

Sustainable Development Goals