



Safety and Security In Schools

A 2014 STAN Memorial Lecture

BY

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STAN MEMORIAL LECTURE 2014:
REMEMBRANCE OF OUR HEROES PAST
DEDICATED TO THE MEMORY OF:

DR
ALHASSAN
BAKO ZAKU

REV DR
NAPOLEON
BRYANT
JR

CHIEF (SIR)
AIGBOJE
HIGO

MR SUNDAY
ADEBOGUN

MR DENNIS
N. NWOBA

What is safety?



- ▶ Freedom from harm or danger; the state of being safe. The state of not being dangerous or harmful.

OR

- ▶ A place that is free from harm or danger; a safe place.

What is safety?



- ▶ The state of being safe; freedom from the occurrence or risk of injury, danger, or loss; the quality of averting or not causing injury, danger, or loss

SAFETY: The state of being safe (French “Sauf”).
It is the condition of being protected against:

Physical

Financial

Occupational

Social

Political

Psychological

Spiritual

Emotional

Educational

which could be considered non-desirable

Safety can also be defined to be the control of recognized hazards to achieve an acceptable level of risk.



**It can include protection of people
or of possessions.**

Security

- ▶ Security = social safety OR Public safety.
- ▶ Security addresses the risk of harm due to intentional criminal acts such as assault, burglary or vandalism.



Assault



Burglary



Vandalism

Because of the moral issues involved:

- ▶ Security is of higher importance to many people than Substantive Safety
- ▶ E.g. a death due to murder is considered worse than a death in a car crash, (even though in many countries, traffic deaths are more common than homicides).



Non-Violent
Security
Forces

What is SECURITY

- ▶ The process or means, physical or human, of delaying, preventing, and otherwise protecting against external or internal, defects, dangers, loss, criminals, and other individuals or actions that threaten, hinder or destroy an organization's "steady state," and deprive it of its intended purpose for being.

Elements of a security program

- ▶ The degree of resistance to, or protection from harm.
- ▶ It applies to any vulnerable and valuable asset:
 - ▶ such as a person,
 - ▶ dwelling,
 - ▶ community,
 - ▶ nation, or organization

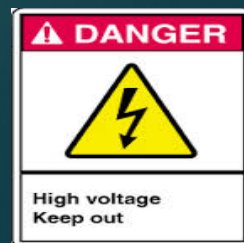
Safety in Schools

- ▶ Schools are supposed to be among the safest places for children to be, while their parents are at work.



Safety in Schools

- ❑ Unfortunately, the violent reality of schools today makes one wonder if schools are still safe, and how students are able to learn in such volatile environments.
- ❑ Children and students in schools are often very much in danger of being harmed.



Examples from the US

- ▶ In the year 2001, students ages 12 through 18 were victims of about two million crimes at school, including about 161,000 serious violent crimes.
- ▶ about 29 percent of students in grades 10 through 12 (equivalent of SS1 –SS2) reported that someone had offered, sold, or given them an illegal drug on school property.



Examples from the US

- ▶ Violence, gangs, and drugs are still present in schools.
- ▶ Students will experience bullying, teasing, or personal property damage and theft during and on the way to and from school.

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- The background is a dark teal color. It features several decorative elements: a large teal circle in the top right, a red vertical rectangle to its right, a large teal circle on the left side, and a smaller teal circle at the bottom right.
- ▶ The above story sounds so much like a story that can be heard on the streets of Nigeria.
 - ▶ The story of violence appears to be the same in developed as well as developing countries
 - ▶ Violence occurs among children of various grade levels and age.
 - ▶ Violence or insecurity has been found among junior and senior secondary school students

When pupils perceive school as unsafe



- ▶ The perception or fear of violence influences how people act and behave.
- ▶ These perceptions can affect learners' school attendance,
- ▶ Cause poor school performance,
- ▶ Affect the general wellbeing of learners.

Security challenges (issues) in schools – global perspective

- ▶ Bullying, intimidation, and isolation
- ▶ Sexual harassment, ie unwelcome sexual behavior
- ▶ Theft
- ▶ Guns and other weapons
- ▶ Gang activity and social cliques
- ▶ Terrorism and Bombs (LEDs)



Major security challenges in Nigeria

Communal Clashes/violence:

- ▶ various crisis in **Jos** and the **Plateau state area**, clashes between Fulani herdsmen and farmers in one locality or another



Major security challenges in Nigeria

Political Assassinations:

- ▶ The killing of Chief Bola Ige, Dr. Harry Marshal, Funsho Williams and many others



Late Chief Bola Ige



Late Funsho Williams

Major security challenges in Nigeria

Electoral violence:

- ▶ claimed the life of young Nigerians (NYSC members) in 2003, 2007, and 2011



Major security challenges in Nigeria

Youth militancy:

- ▶ various groups-
MOSOP, MEND, NDPVF, the
Egbesu Boys, NDV, MASSOB, OPC, etc.



Some Terrorist attacks

- ▶ In January, 2010, attack in Borno State killing four people in Dala Alemnden ward in Maiduguri metropolis.
- ▶ On September 7, 2010, Boko haram freed over 700 inmates from a prison in Bauchi state.
- ▶ In December 2010, Boko haram were blamed for a market bombing, following 92 of its members arrested by police.

Some Terrorist attacks

- ▶ On Friday January 28, 2011, a gubernatorial candidate was assassinated along with his brother and four police officers.
- ▶ On March 29, 2011, police thwarted a plot to bomb an ANPP election Rally in Maiduguri, Borno State.
- ▶ April 1 2011 suspected Boko Haram attacked a police station in Bauchi.

Some Terrorist attacks

- ▶ April 15, 2011, the Independent National electoral commission was bombed in Maiduguri
- ▶ April 22, 2011, Boko Haram freed 14 prisoners in Yola
- ▶ May 29, 2011, multiple bombing in Northern Nigeria.
- ▶ June 26, 2011, bombing of a beer parlour in Maiduguri, 25 people died.
- ▶ June 16, 2011 Bombing of the Police Force Headquarters in Abuja.

Some Terrorist attacks

- ▶ August 12, 2011, killing of prominent Muslim cleric Liman Borno.
- ▶ August, 26 2011 – Bombing of the United Nations (UN) House in Abuja 23 died
- ▶ November, 2011 – Attack on the convoy of Borno Governor, Kashim Shettima on his return from trip abroad.
- ▶ November, 2011 – coordinated bombing and shooting attacks on police facilities in Potiskum and Damaturu in Yobe state, 150 died.

Some Terrorist attacks

- ▶ December 25, 2011 – Multiple bomb attacks killed dozens including 35 worshippers at St. Theresa Catholic Church Madala.
- ▶ January 5 & 6, 2012 Multiple bombings in Kano.
- ▶ January 20, 2012 – Another bombing in Kano
- ▶ February 8, 2012 – Suicide bombing at the army headquarters in Kaduna

Some Terrorist attacks

- ▶ February 16, 2012 – Prison break in central Nigeria, 130 prisoners released.
- ▶ April 26, 2012 – 15 Church goers killed in Bauchi
- ▶ June 17 2012 – Suicide bombing attacks on three Churches in Kaduna, 100 worshipers died.

School related terrorist acts

- ▶ On the March 12, 2012, gunmen linked to Boko Haram attacked Hausawa – Danmaliki primary school in kumboso local government area of Kano state killing several pupils and teachers.



School related terrorist acts

- ▶ In September, 2013, a school of Agriculture in Yobe state was also attacked at night and more than sixty students were killed



School related terrorist acts

- ▶ Students were waylaid and attacked on their way back from school.
- ▶ School boys who were set ablaze in their school



School related terrorist acts

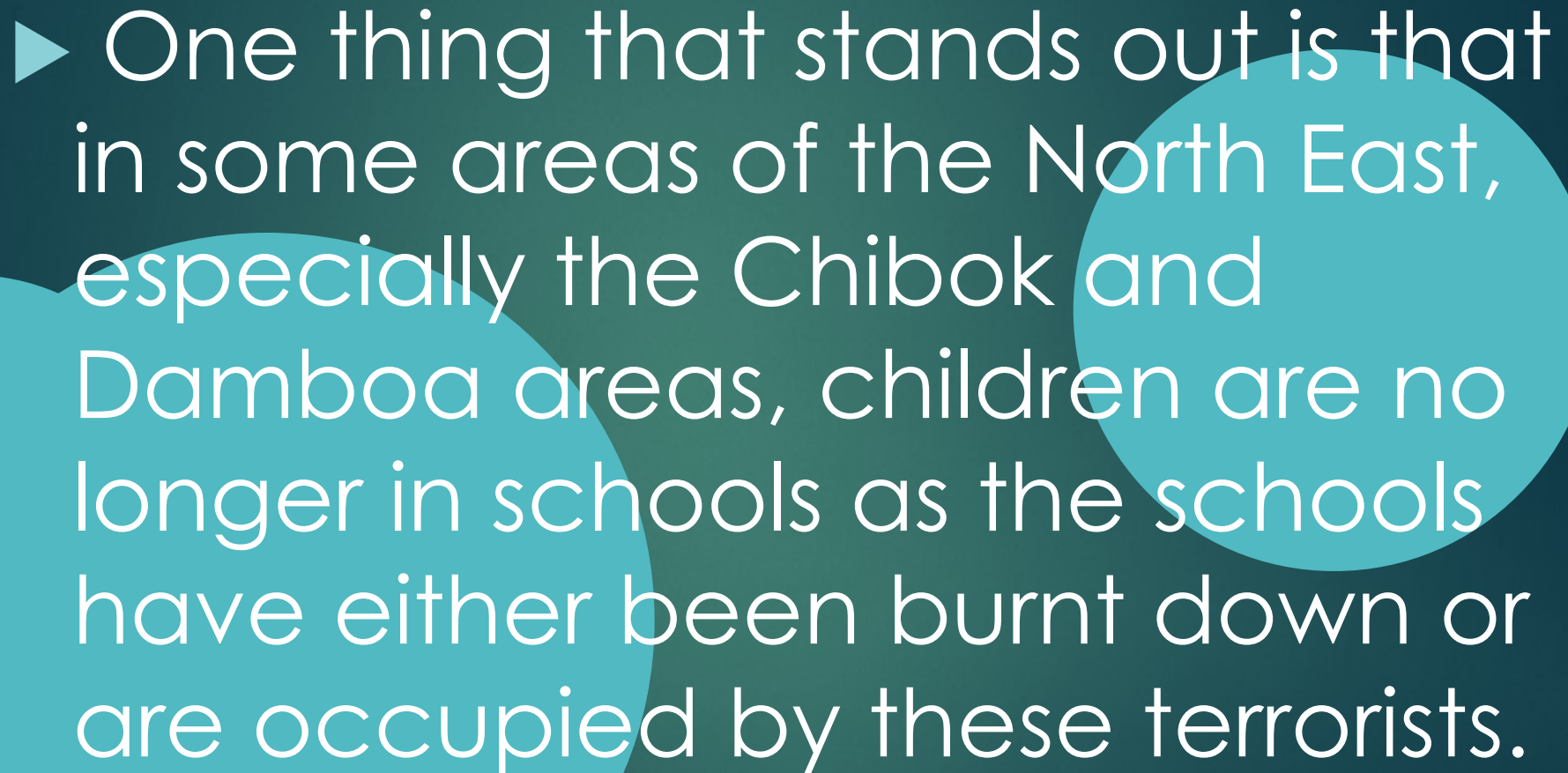
- ▶ Over 200 girls were abducted from Fed Govt College, Chibok (April 2014)



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- ▶ Several other attacks have taken place in schools since then.
 - ▶ The list of the various attacks by this sect – Boko Haram in 2013 and 2014 is endless and appears to be happening on a daily basis.

- ▶ Within 2014 alone, there has been persistent attacks in North East Nigeria, in Nyanya Abuja (twice), in a shopping mall in Abuja and just recently (on the 23rd of July, 2014 to be specific) 2 incidents of bomb-blast in Kaduna that almost took the life of General Buhari; and several suicide bomb attacks in Kano.



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- ▶ One thing that stands out is that in some areas of the North East, especially the Chibok and Damboa areas, children are no longer in schools as the schools have either been burnt down or are occupied by these terrorists.

Relationship between insecurity and schooling/Education

- ▶ Education is worst hit by the insecurity
- ▶ The constant threat posed by Boko Haram which started in 2009 and other extremists, undermines efforts at improving education in the North.

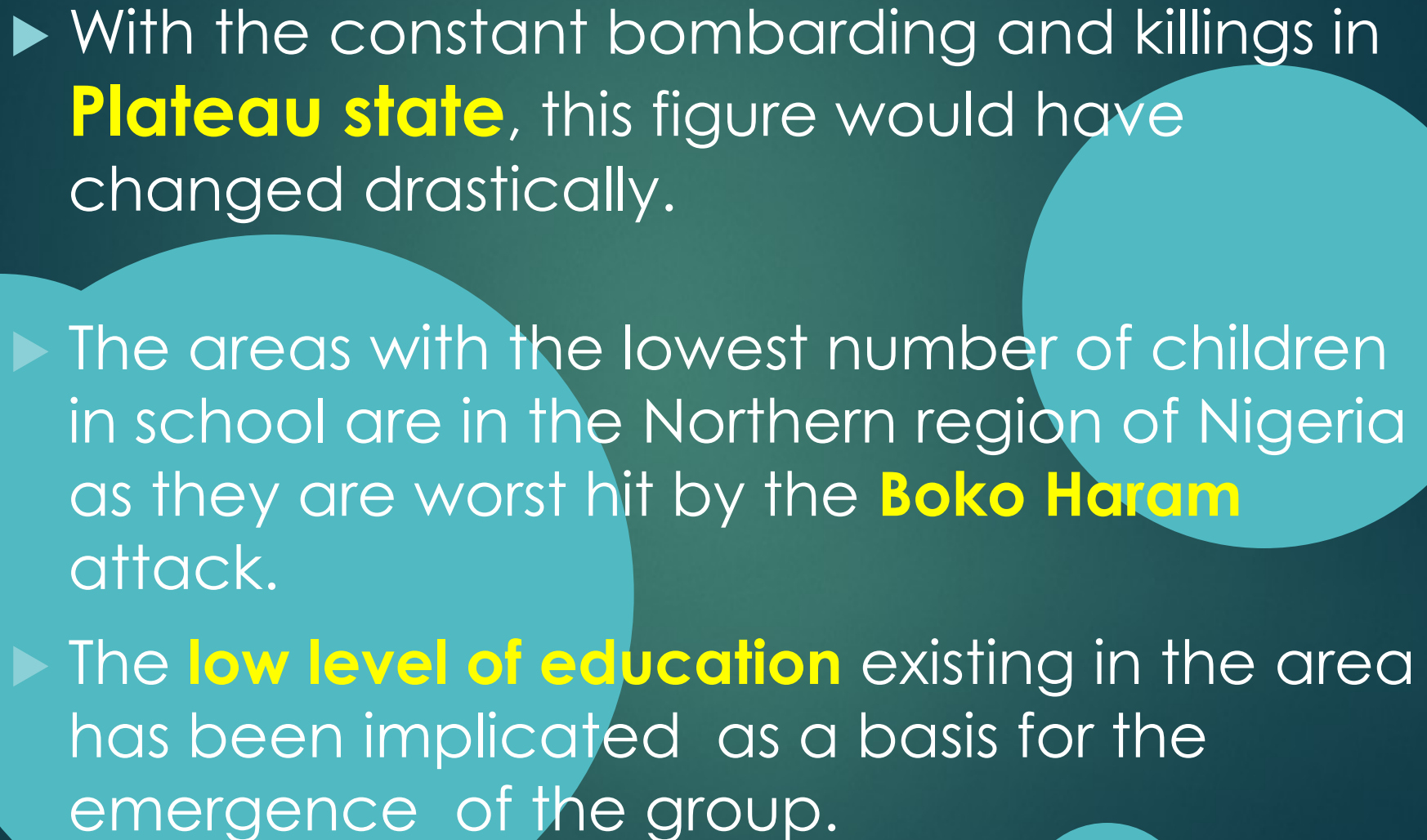
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▶ Education Data survey (2011), reveals that:

- ▶ 62 percent of children in Borno state are not in primary school,
- ▶ while in Zamfara state, the percentage of out-of- school children is 68 percent

▶ The report also reveals that

- ▶ **72 percent** of children in Borno state have never been to school
- ▶ Out of every **120 children** in Zamfara state, an average of **28 children** is in school.
- ▶ Borno state have **29 children** in school out of every **120**
- ▶ Sokoto **34**
- ▶ Yobe **42**,
- ▶ Plateau State has the highest number of children in school with **113 of every 120**.

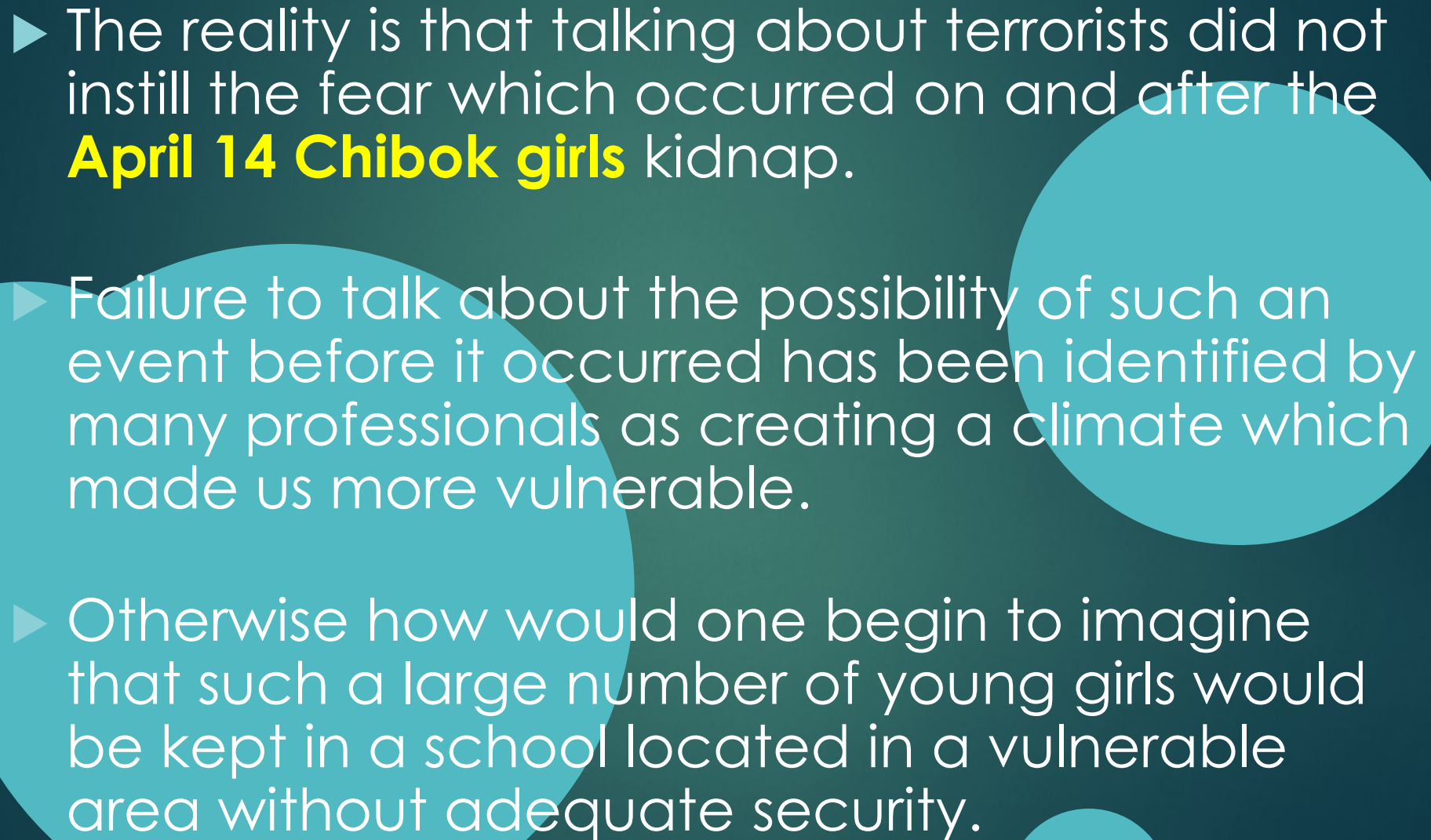
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- ▶ With the constant bombarding and killings in **Plateau state**, this figure would have changed drastically.
 - ▶ The areas with the lowest number of children in school are in the Northern region of Nigeria as they are worst hit by the **Boko Haram** attack.
 - ▶ The **low level of education** existing in the area has been implicated as a basis for the emergence of the group.

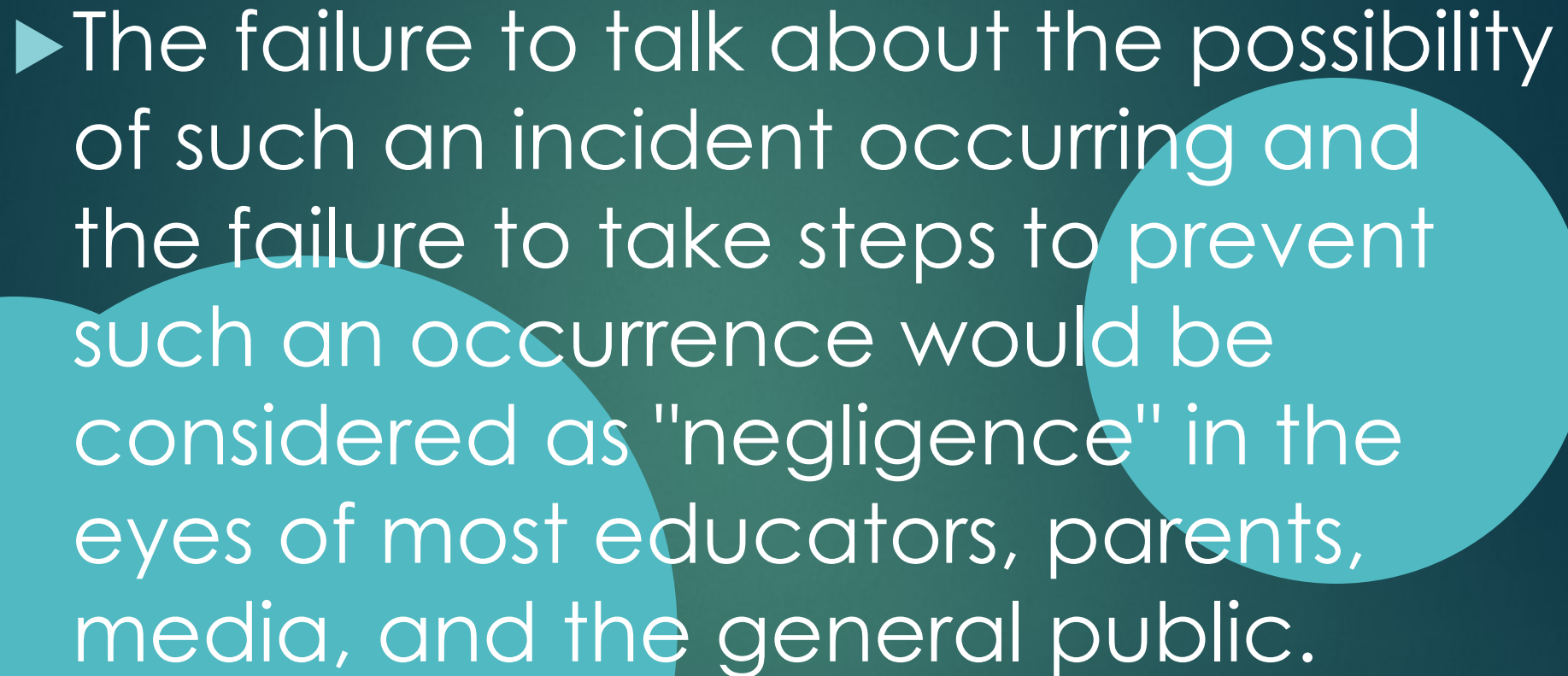
TERRORISM & SCHOOL SAFETY

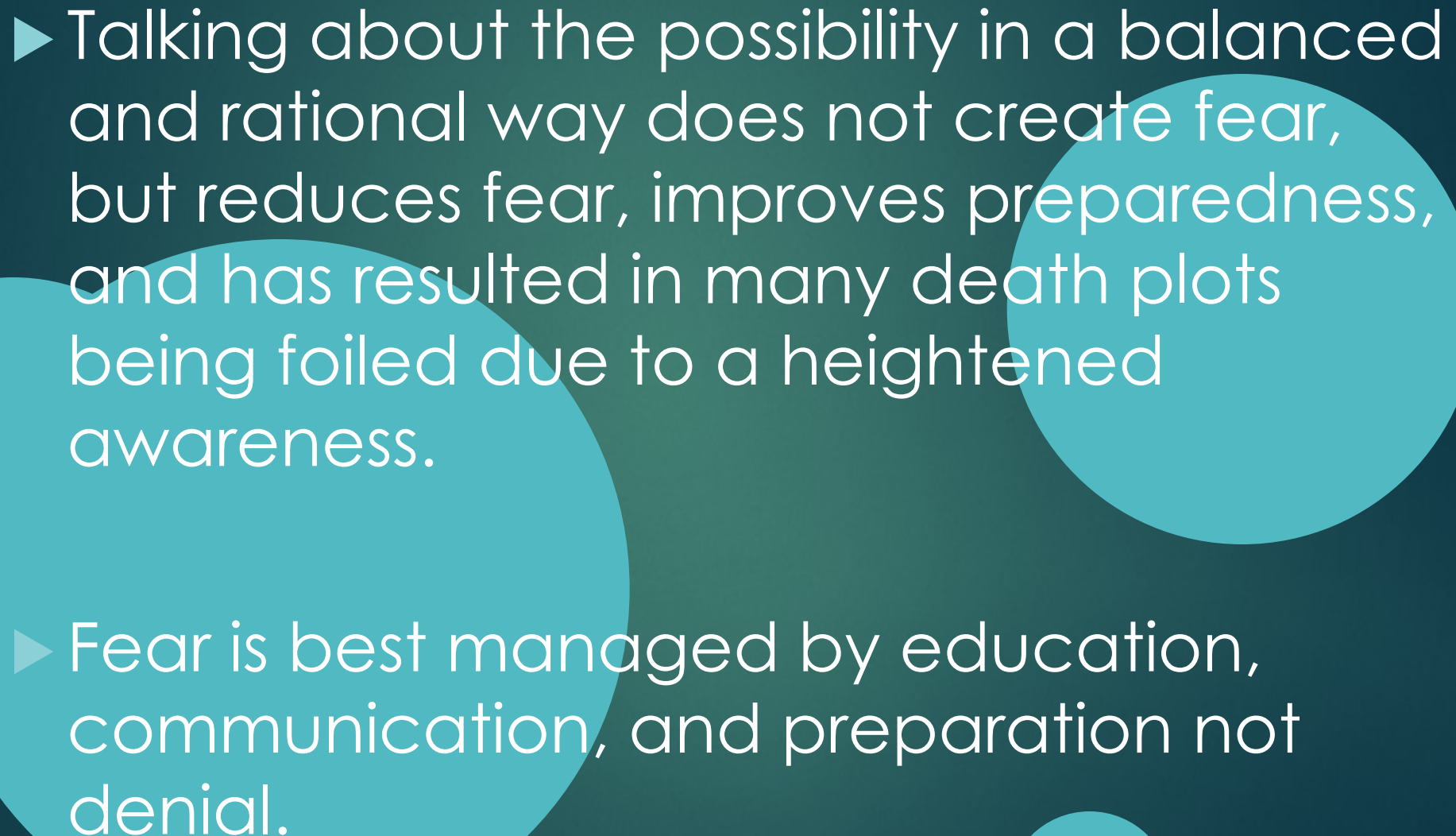
► Three main ideas

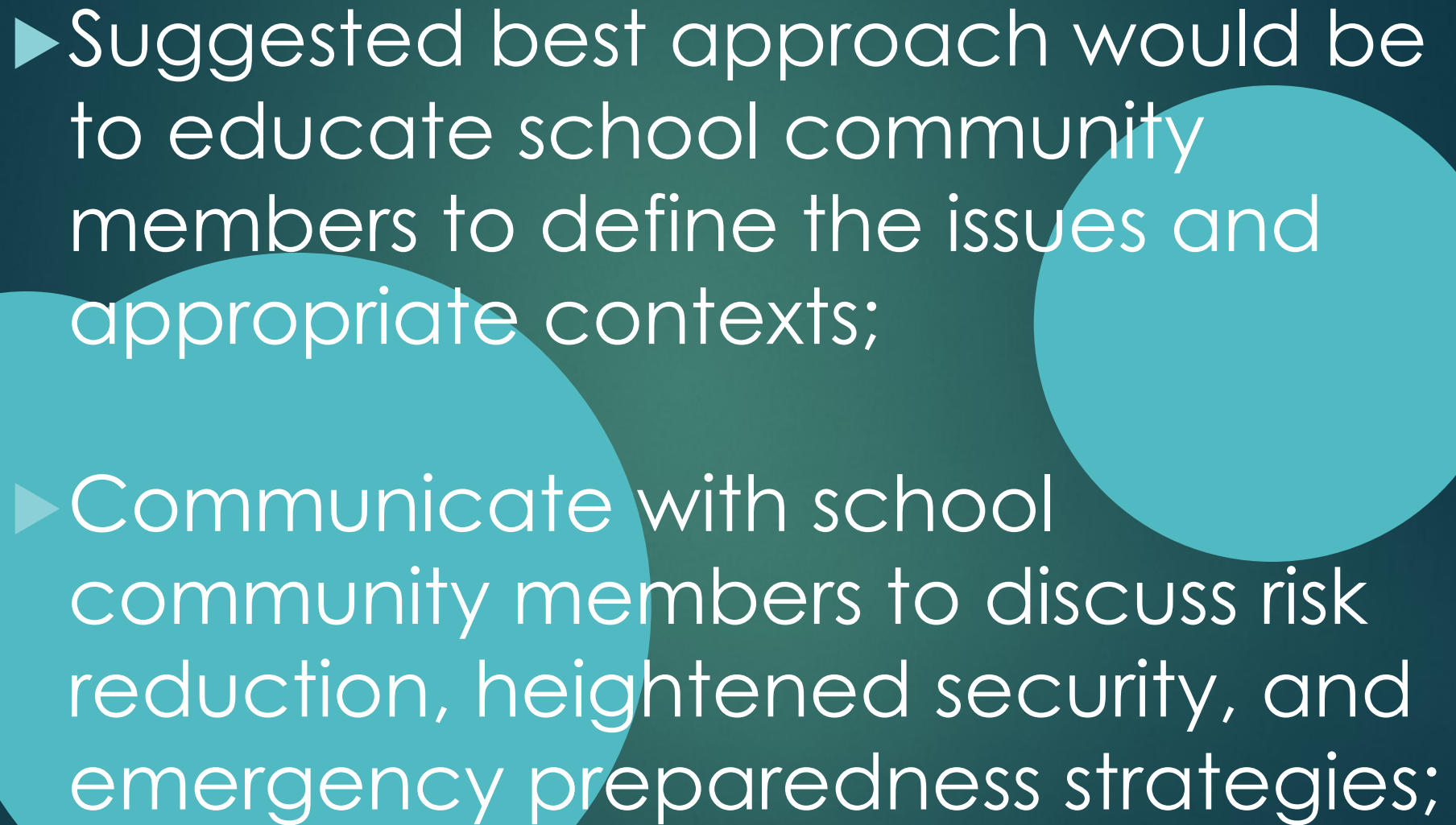
- **The Ostrich-syndrome:** Those who will hide your heads in the sand while wishing away an event that should be faced head on,
- **Naysayers:** These declare that terrorist attacks upon schools are statistically rare events.
- **Reality:** The killing of several school boys in their schools; the killing of teachers in and out of schools; the killing of students on their way back from school and the kidnap of Chibok girls are extremely rare events which no one ever thought would or could happen, but happened.

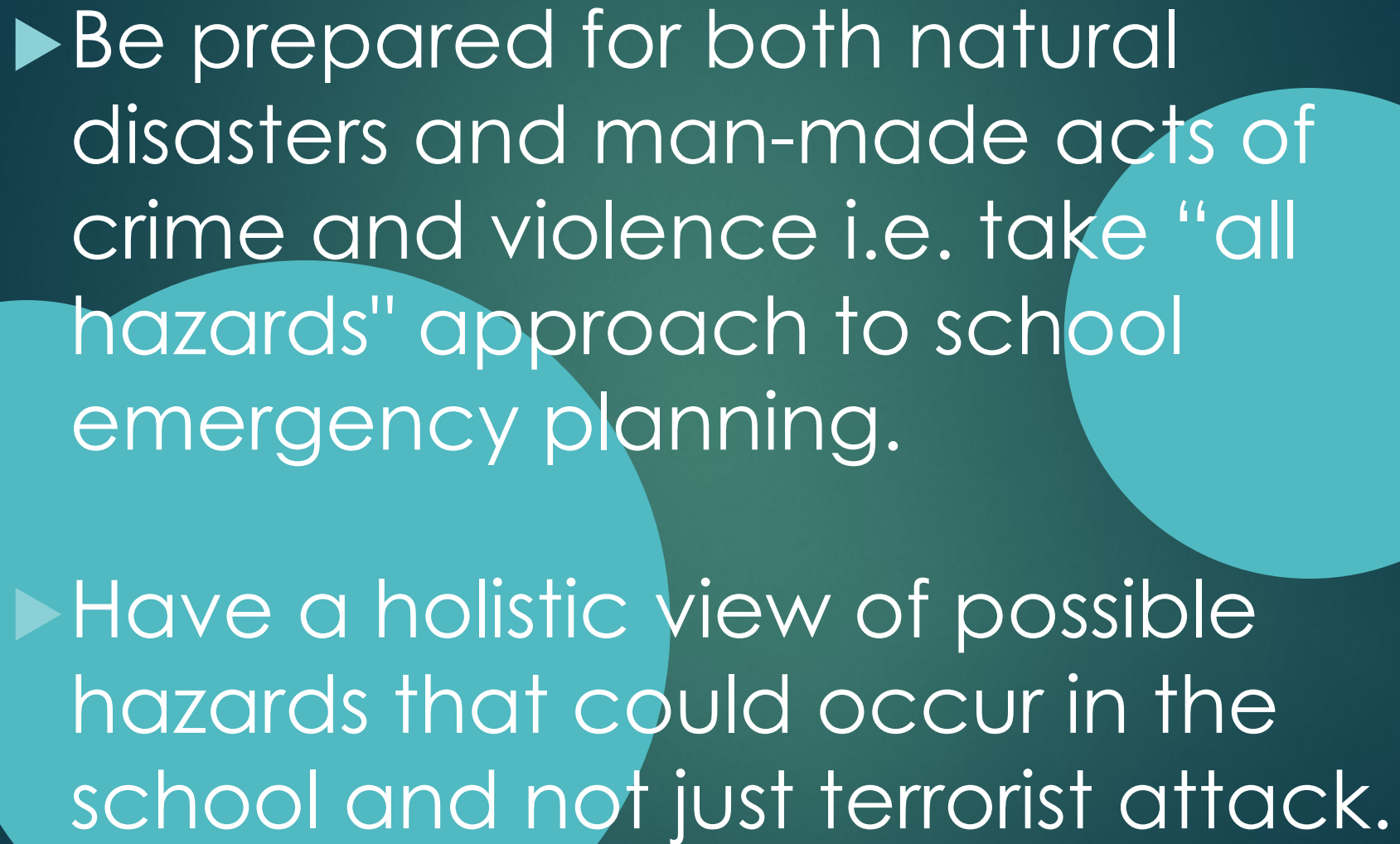
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- The background is a dark teal color. It features several large, overlapping circles in a lighter teal shade. In the top right corner, there is a solid red vertical rectangle.
- ▶ The impact of Chibok girls kidnap had changed the landscape of the school safety profession
 - ▶ Caused many Nigerians and many social institutions to play "catch-up" with decades of neglect in security and emergency planning, Sets best practices in school safety.
 - ▶ Some are of the view that "talking about the possibility of terrorist attacks upon schools will advances the terrorists' goals of creating fear."

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- ▶ The reality is that talking about terrorists did not instill the fear which occurred on and after the **April 14 Chibok girls** kidnap.
 - ▶ Failure to talk about the possibility of such an event before it occurred has been identified by many professionals as creating a climate which made us more vulnerable.
 - ▶ Otherwise how would one begin to imagine that such a large number of young girls would be kept in a school located in a vulnerable area without adequate security.

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- ▶ The failure to talk about the possibility of such an incident occurring and the failure to take steps to prevent such an occurrence would be considered as "negligence" in the eyes of most educators, parents, media, and the general public.

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- The background is a dark teal color. It features several large, semi-transparent teal circles of varying sizes. In the top right corner, there is a solid red vertical rectangle.
- ▶ Talking about the possibility in a balanced and rational way does not create fear, but reduces fear, improves preparedness, and has resulted in many death plots being foiled due to a heightened awareness.
 - ▶ Fear is best managed by education, communication, and preparation not denial.

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- ▶ Suggested best approach would be to educate school community members to define the issues and appropriate contexts;
 - ▶ Communicate with school community members to discuss risk reduction, heightened security, and emergency preparedness strategies;

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- ▶ Be prepared for both natural disasters and man-made acts of crime and violence i.e. take “all hazards” approach to school emergency planning.
 - ▶ Have a holistic view of possible hazards that could occur in the school and not just terrorist attack.

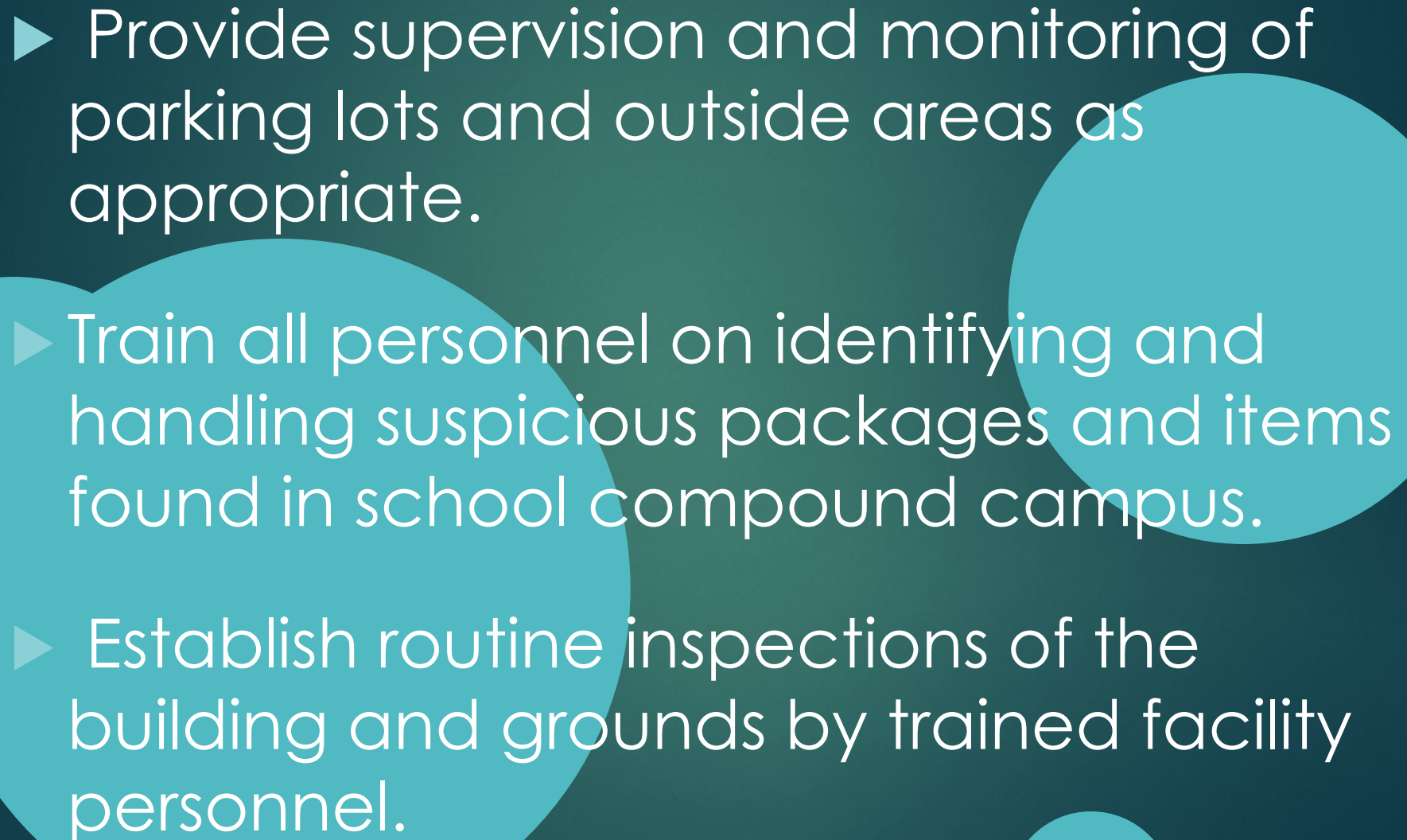
Heightened school security procedures during terrorist threats

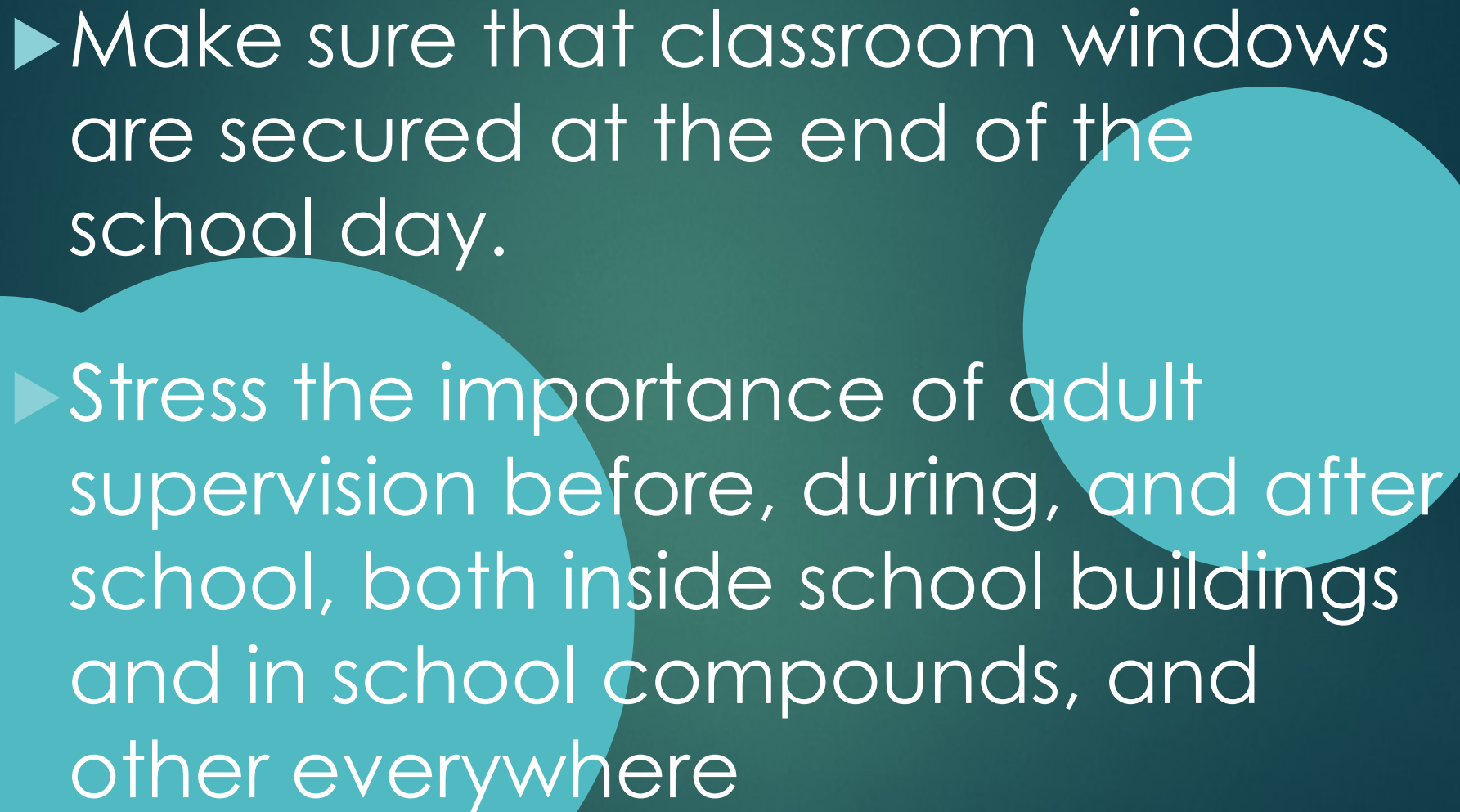
- ▶ Train teachers and support staff, evaluate and refine security plans, and test/practice school crisis plans.
- ▶ Encourage school personnel to maintain a "heightened awareness" for suspicious activity and to report same.

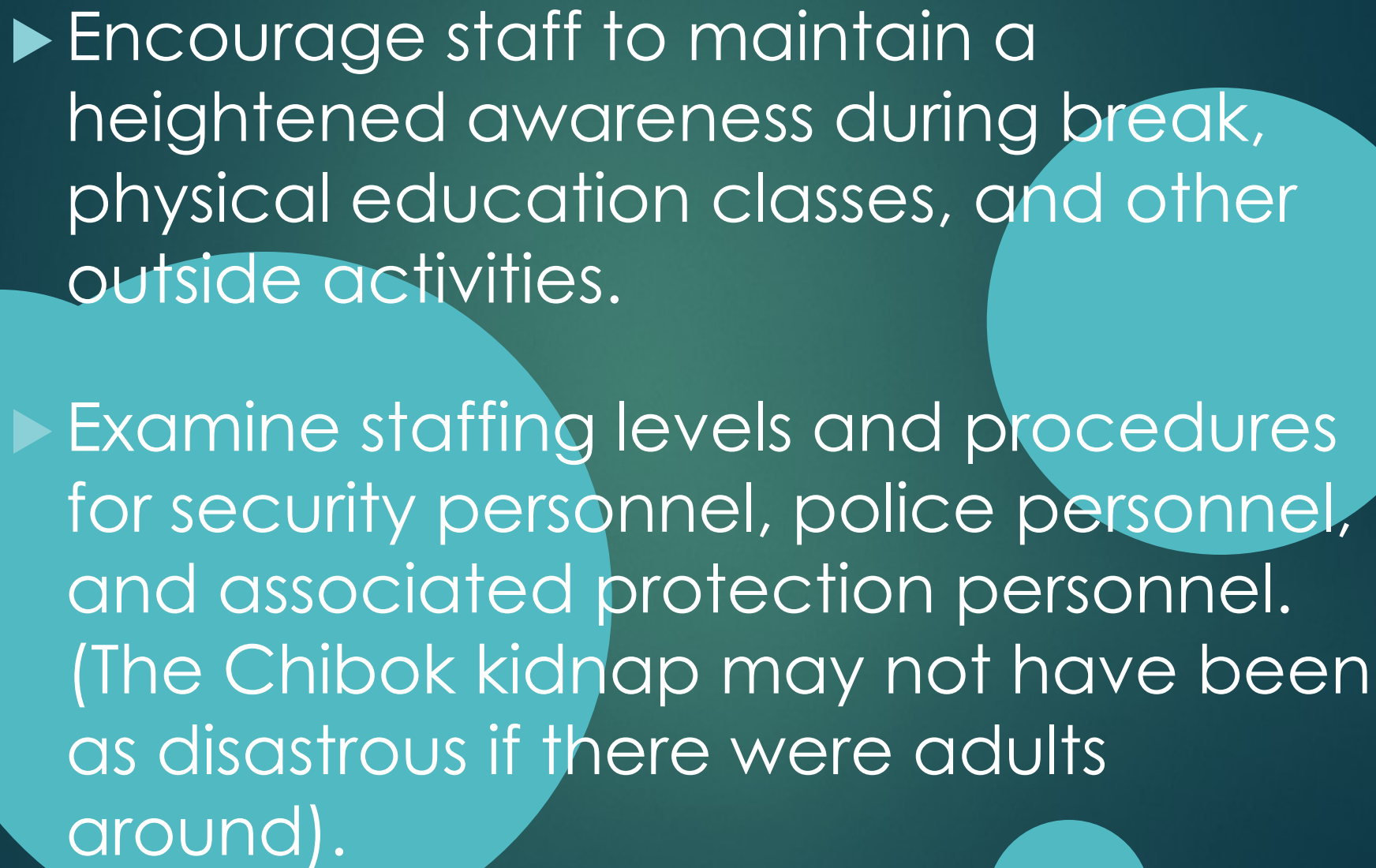
Heightened school security procedures during terrorist threats

- ▶ May include suspicious vehicles on and around schools, suspicious persons in and around school buildings including those taking photographs or videotaping, suspicious packages around the building wall and/or in the school, and suspicious information seeking efforts by phone or by unknown "visitors."

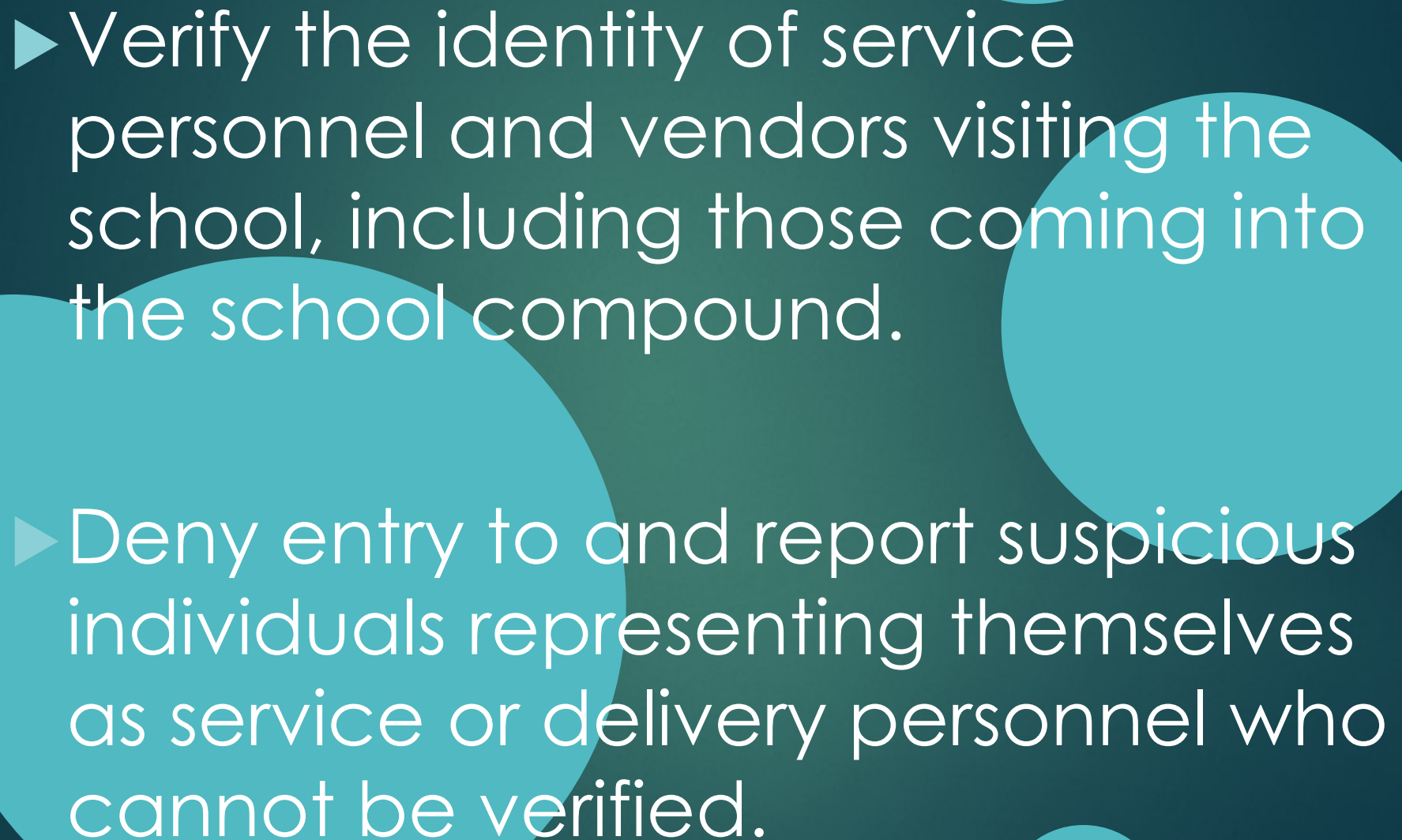
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- ▶ Pay special attention to access control issues.
 - ▶ Have clearly defined perimeters for schools through the use of fences, gates, environmental design, signage, and other professional security measures.
 - ▶ Use designated parking areas especially for visitors and register staff and student vehicles/movements.

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- ▶ Provide supervision and monitoring of parking lots and outside areas as appropriate.
 - ▶ Train all personnel on identifying and handling suspicious packages and items found in school compound campus.
 - ▶ Establish routine inspections of the building and grounds by trained facility personnel.

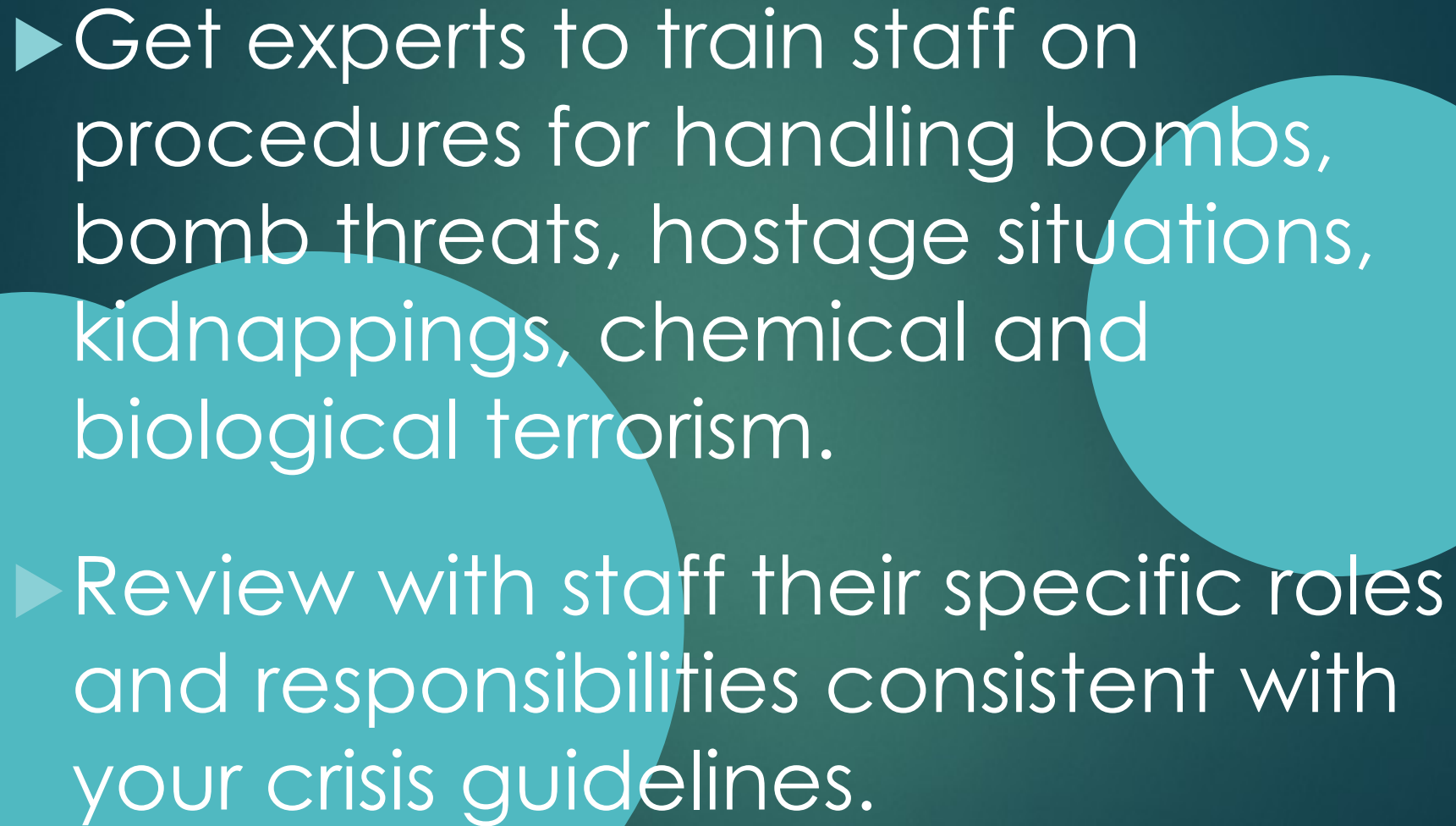
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- ▶ Make sure that classroom windows are secured at the end of the school day.
 - ▶ Stress the importance of adult supervision before, during, and after school, both inside school buildings and in school compounds, and other everywhere

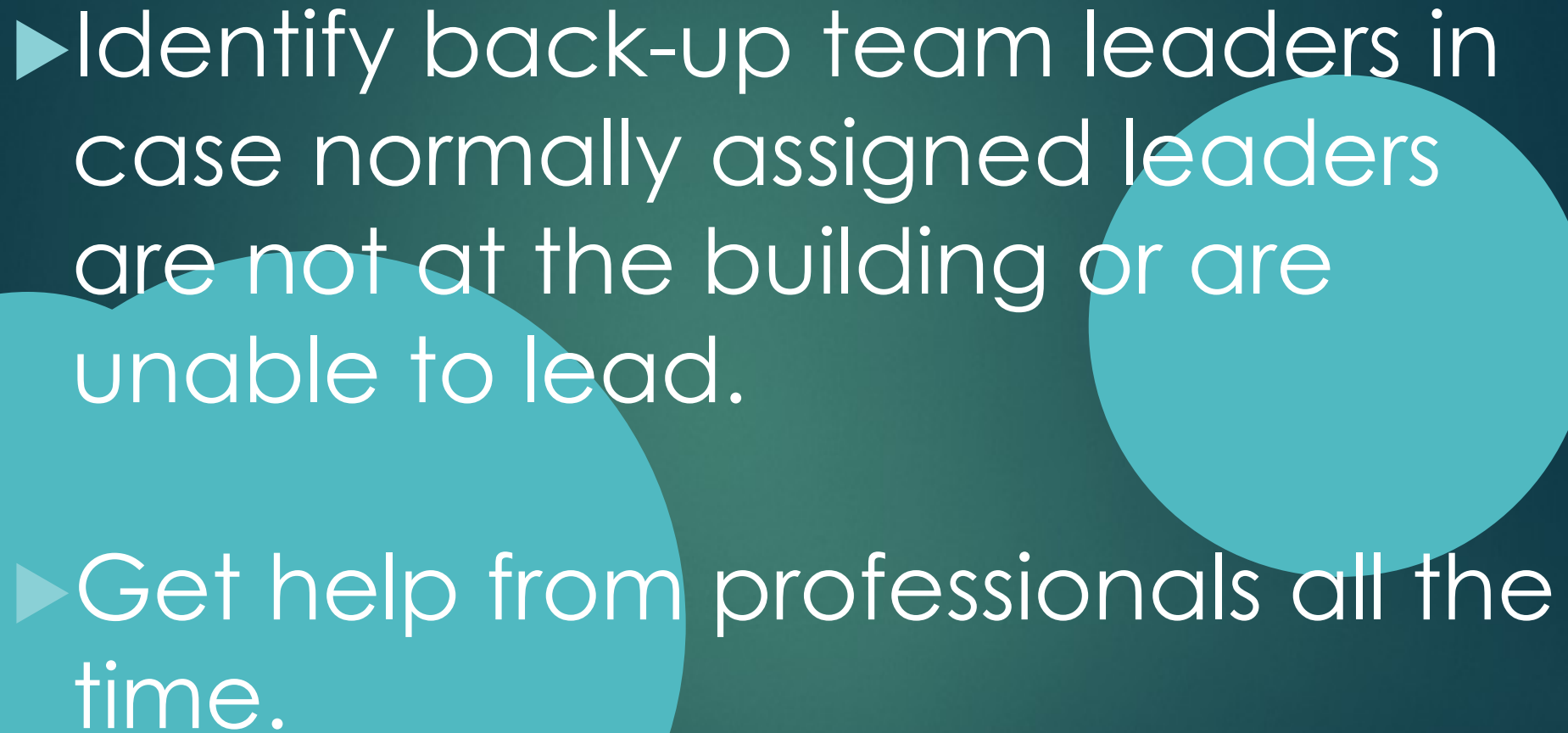
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- ▶ Encourage staff to maintain a heightened awareness during break, physical education classes, and other outside activities.
 - ▶ Examine staffing levels and procedures for security personnel, police personnel, and associated protection personnel. (The Chibok kidnap may not have been as disastrous if there were adults around).

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- ▶ Reduce the number of doors accessible from the outside to one designated entrance.
 - ▶ Stress the importance of staff greeting and challenging strangers, and reporting suspicious individuals.
 - ▶ Review security procedures for after-school and evening activities and building use.

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- ▶ Verify the identity of service personnel and vendors visiting the school, including those coming into the school compound.
 - ▶ Deny entry to and report suspicious individuals representing themselves as service or delivery personnel who cannot be verified.

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- ▶ Plan in advance how adults will communicate with children in a time of crisis.
 - ▶ Discuss approaches for age and developmentally appropriate communications with students about violence and threatening issues.

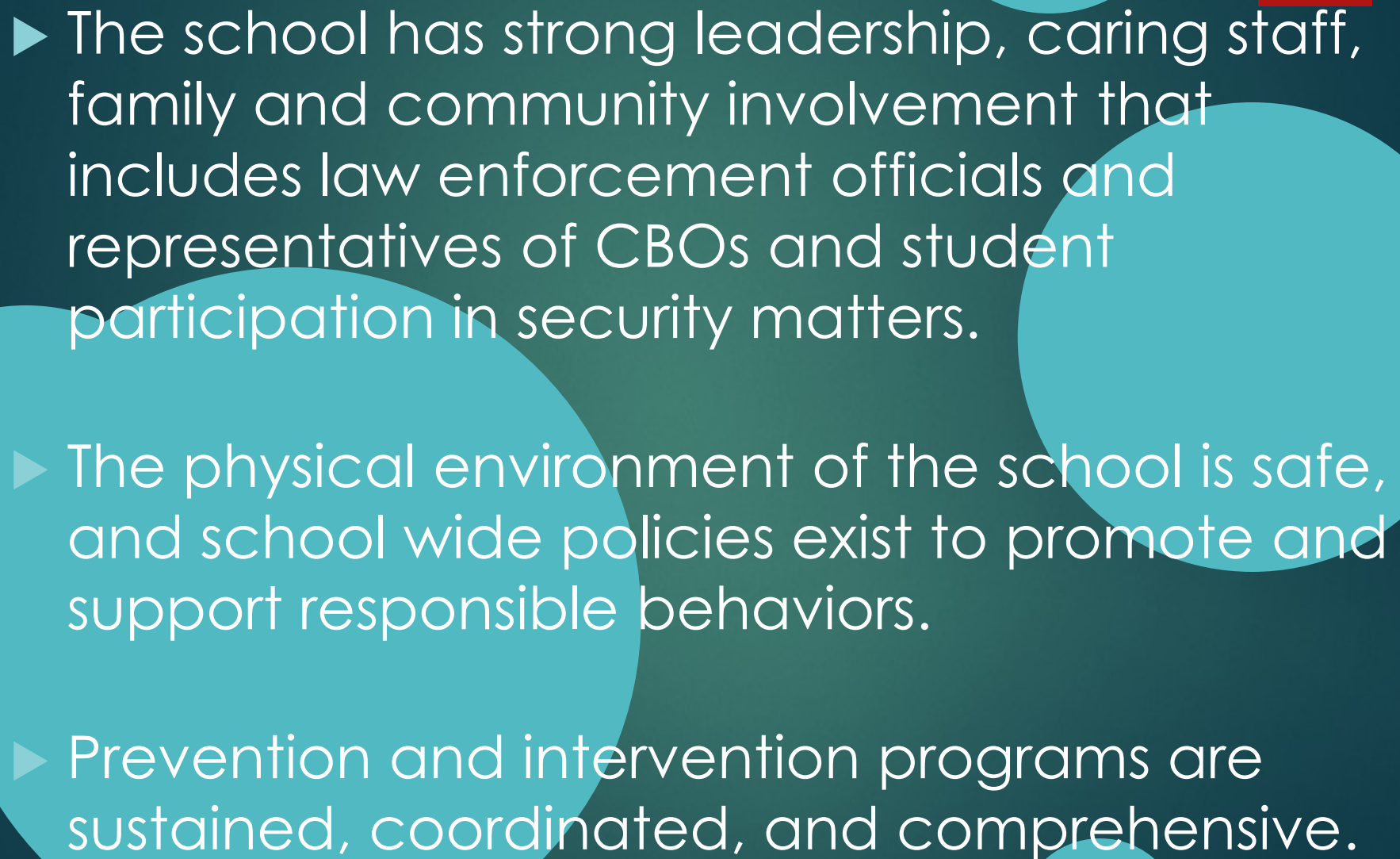
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- ▶ Get experts to train staff on procedures for handling bombs, bomb threats, hostage situations, kidnappings, chemical and biological terrorism.
 - ▶ Review with staff their specific roles and responsibilities consistent with your crisis guidelines.

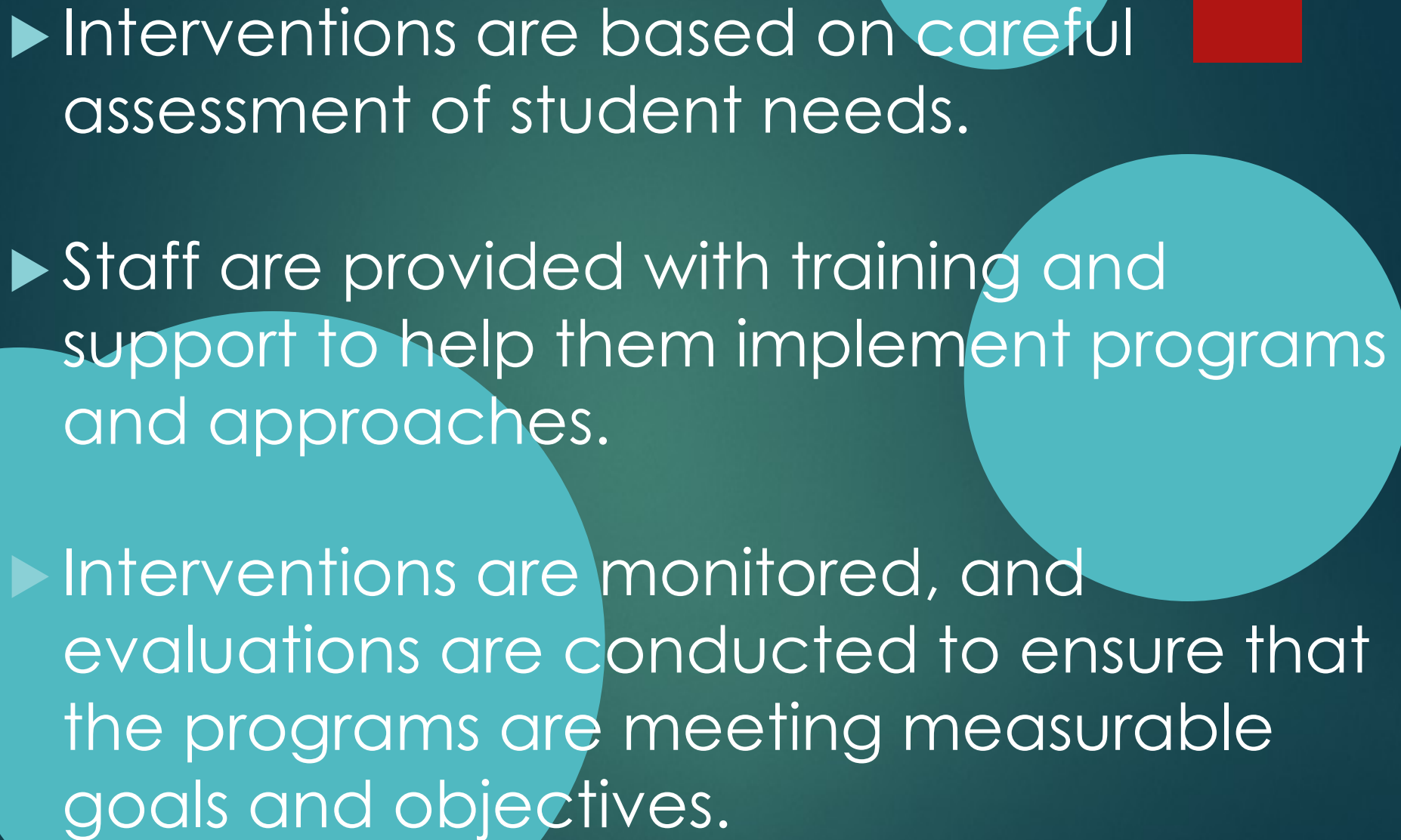
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- ▶ Identify back-up team leaders in case normally assigned leaders are not at the building or are unable to lead.
 - ▶ Get help from professionals all the time.

A Safe and Secure School Environment is the answer

Characteristics of safe schools

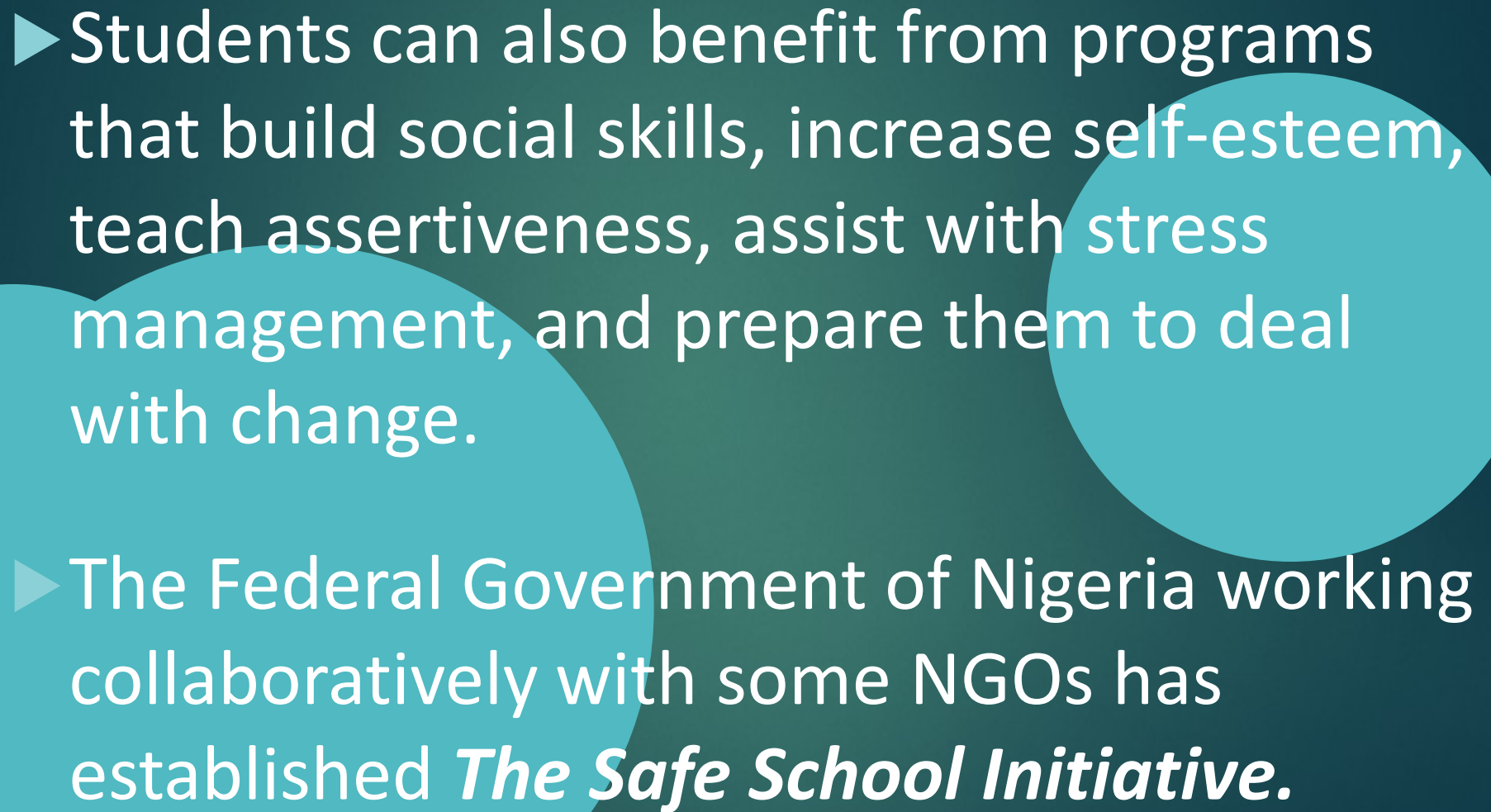
- ▶ Positive school climate and atmosphere
- ▶ Clear and high expectations for student performance and behavior
- ▶ Strong student attachment to the school and the educational process
- ▶ High levels of student participation and parent involvement
- ▶ Opportunities for students to learn life skills and develop socially
- ▶ Values and practices that make everyone feel included
- ▶ A culture that encourages respect and an appreciation of diversity
- ▶ Principal and school personnel that respond promptly to concerns and welcome input from parents.

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- The background is a dark teal color. It features several large, overlapping circles in a lighter teal shade. In the top right corner, there is a solid red vertical rectangle.
- ▶ The school has strong leadership, caring staff, family and community involvement that includes law enforcement officials and representatives of CBOs and student participation in security matters.
 - ▶ The physical environment of the school is safe, and school wide policies exist to promote and support responsible behaviors.
 - ▶ Prevention and intervention programs are sustained, coordinated, and comprehensive.

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- ▶ Interventions are based on careful assessment of student needs.
 - ▶ Staff are provided with training and support to help them implement programs and approaches.
 - ▶ Interventions are monitored, and evaluations are conducted to ensure that the programs are meeting measurable goals and objectives.

TO PROMOTE SAFE SCHOOLS

- ▶ All schools—including primary schools — should include safety education in their curricula.
- ▶ Students should learn how to settle disputes without violence, control their anger, embrace diversity, and solve problems.
- ▶ Instances abound where a minor misunderstanding between two students was allowed to escalate and eventually turned into a national tragedy and calamity

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- ▶ Students can also benefit from programs that build social skills, increase self-esteem, teach assertiveness, assist with stress management, and prepare them to deal with change.
 - ▶ The Federal Government of Nigeria working collaboratively with some NGOs has established ***The Safe School Initiative.***

The physical layout of schools should be properly organized for good security through:

- ▶ Control unauthorized access to buildings and school grounds
- ▶ Improve natural surveillance of the school buildings and grounds
- ▶ Enhance school boundaries for better control
- ▶ Clearly defining the edges of school property with trees, plants or fences to reinforce the fact that the school is not a public-access space.

The physical layout of schools should be properly organized for good security through:

- ▶ Individualizing areas of the school (e.g., arts department, science department) to promote boundaries or “ownership” and pride in the school as well as to make it easier to identify unauthorized individuals.
- ▶ Keeping up good maintenance — a clean, well-cared-for school fosters school pride and orderliness.

Physical Security

- ▶ Security measures reduce the risk of crime and school violence by enabling the administration to control and monitor access to any area of the facility.
- ▶ Physical security enhancements help to send the message that it will be harder to commit a crime or act of violence at the school; this is known as “Target Hardening”
- ▶ Security technologies can increase detection and delay or slow a perpetrator’s progress, but they are not sufficient in themselves to reduce crime and violence.

Other forms of security challenges in schools

Vandalism, Theft and Arson

- ▶ These are different facets of a single problem from a security viewpoint and a great deal is preventable. To this end, the emphasis should be on reducing the exposure rather than replacing what is lost to arson.

Other forms of security challenges in schools

Vandalism, Theft and Arson

► They occur in the form of :

- ❖ Malicious damage to glass, roof, and fencing
- ❖ General vandalism to the building
- ❖ Petty theft
- ❖ Theft following breaking in
- ❖ Arson

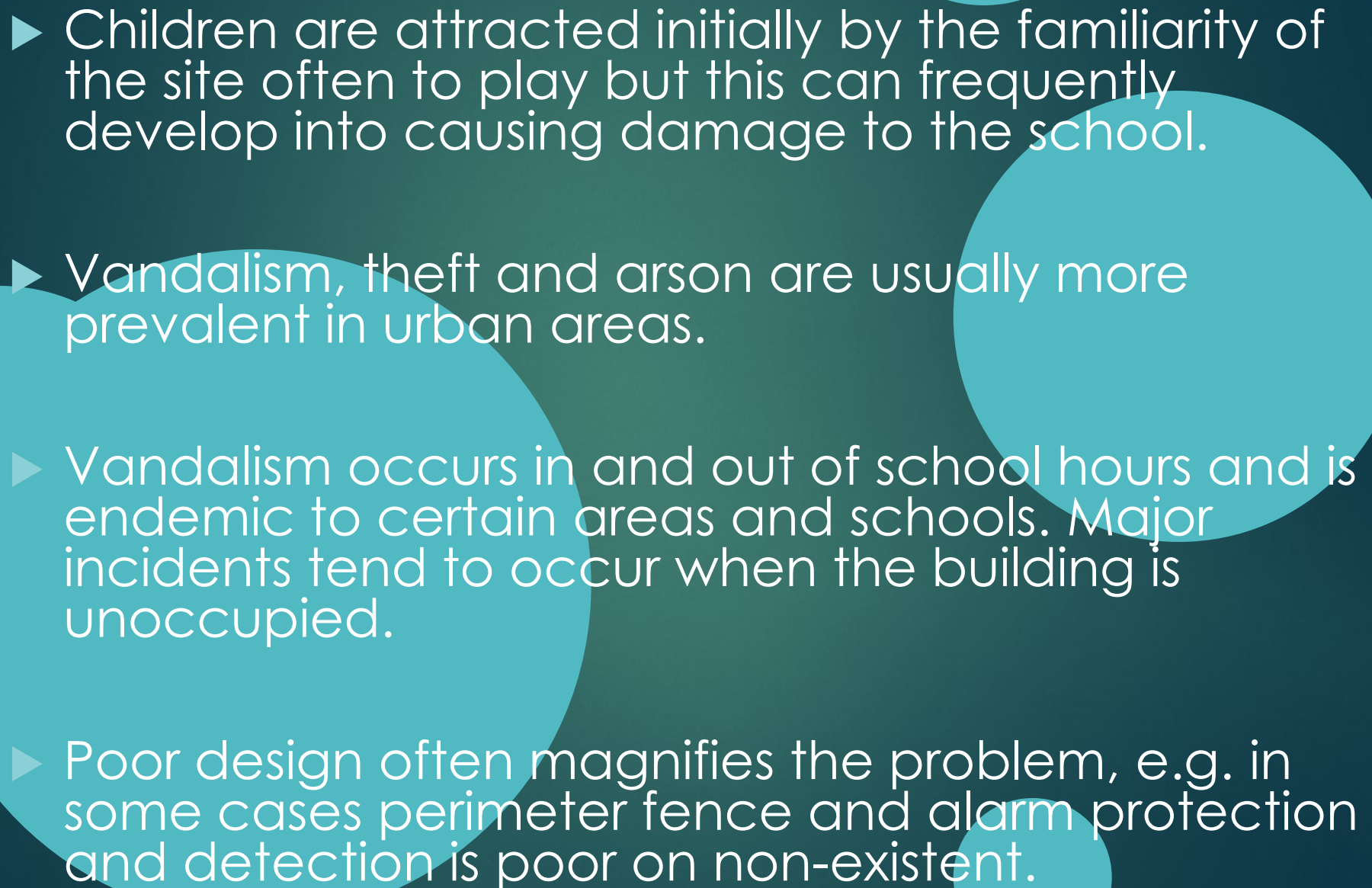
Vandalism, Theft and Arson occur because:

- ▶ Schools are often isolated. In many cases they are not overlooked and have long periods of non-occupancy
- ▶ Schools represent authority to the vandals, it is therefore “natural” that when people want to hit back at the authority or government, schools become easy target.

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- ▶ Children are attracted initially by the familiarity of the site often to play but this can frequently develop into causing damage to the school.
 - ▶ Vandalism, theft and arson are usually more prevalent in urban areas.
 - ▶ Vandalism occurs in and out of school hours and is endemic to certain areas and schools. Major incidents tend to occur when the building is unoccupied.
 - ▶ Poor design often magnifies the problem, e.g. in some cases perimeter fence and alarm protection and detection is poor or non-existent.

What can be done to reduce the risk of malicious damage, theft and arson?

- ▶ **Perimeter Fence:** construct a good one
- ▶ **Doors:** solid timber or steel with good quality locks
- ▶ **Windows:** protect with collapsible burglary proofs that can be opened during the day to increase emergency exit routes.
- ▶ **Roofs :** use ones that cannot be climbed easily
- ▶ **Strong rooms:** should be really strong with secure doors, windows and roofs.
- ▶ **Computer equipment:** engrave name of school on all computer equipments. It is not enough to use inks or other markings

Safety Management Strategy (SMS) in the school

- ▶ A safety Management System (SMS) is an established arrangement of components that work together to prevent injuries and illnesses in the workplace (in our situation – the school).
- ▶ In a Safety Management System, each member of staff and student is encouraged to think about their own safety.
- ▶ A safety Management System (SMS) is an established arrangement of components that work together to prevent injuries and illnesses in the workplace (in our situation – the school).

The focus of a SMS is to

- ▶ Identify all potential hazards within the school.
- ▶ Assess the risk injury.
- ▶ Consider the possible severity of the risks identified and the number of people who are exposed to them.
- ▶ Identify the measures that must be put in place to minimize the identified risks.

Rules of an acceptable SMS for a Science Teacher

- ▶ Keep an accident book, and
- ▶ Record all incidents, however trivial.
- ▶ Record the details, (this includes date, time and location of the accident, who witnessed the accident and what action was taken afterwards).
- ▶ An analysis of the accident book over time will reveal a pattern of areas and activities that are more prone to accidents leading to appropriate actions to try to eliminate that particular source of danger.

Most common types of accidents

- ▶ People falling, slipping, tripping due to poor housekeeping and general untidiness,
- ▶ Falling from a height e.g. while trying to clean windows or other high surfaces
- ▶ Getting caught or cut by machinery e.g. lawnmower
- ▶ Poorly maintained equipment
- ▶ Injury by another person
- ▶ Spills and splashes in the laboratory
- ▶ Electricity/burns - broken plugs and sockets, overloading, trailing cables and incorrect wiring, hot surfaces or substances

Dealing with hazards

- ▶ These are treated in details under laboratory management and safety.

A few tips on reducing slips

- ▶ All floor surfaces should be kept in a clean undamaged condition, free from tripping or slipping hazards.
- ▶ Wet floors should be screened off until they are cleaned.

Dealing with hazards

- ▶ Floor washing should not be carried out while students or other visitors are on the school premises but if this is unavoidable it is good standard cleaning practice to erect 'Wet Floor' cones and signs as the work progresses.

Dealing with hazards

- ▶ All changes in floor level should be identified and clearly marked out in yellow paint.
- ▶ School bags should not be left in corridors or under stairways.
- ▶ Pupils using stairways should do so in single file, going up on the railing side and down by the wall.

Creating a Safe Learning Environment

- ▶ Show care by giving time and attention to students and by showing respect to individual students.
- ▶ Accommodating students' opinion, stimulate and reinforce them.
- ▶ Openly praise students when they show good results.
- ▶ Involve students/ pupils

Pupil/Student Involvement

- ▶ Make pupils/students aware of the value of both personal and school property.
- ▶ Give them an understanding of the need for personal safety, this can encourage a sense of responsibility and lead to a reduction in the potential loss to the school through vandalism, theft etc.
- ▶ Teach them honesty, respect for the individual and social responsibility.

Parent and community involvement

- ▶ Parent involvement is crucial when it comes to creating safer schools.
- ▶ If parents understand the need for security it makes a school's job much easier, so involve them.
- ▶ Parents will be reassured if they know the school is committed to the safety of the pupils and staff as well as the school buildings.
- ▶ School watch programs.

The Safe School Initiative

- ▶ It is an initiative that has been proposed as a panacea to security in schools.
- ▶ It is envisaged that this initiative will seek to put in a round the clock security arrangements in all schools, both private and public.

The Safe School Initiative

- ▶ It will dwell on the resources and potentialities of existing expert security outfits namely: the army, navy, air force, police, the Federal Road Safety Corps (FRSC), the Nigeria Security and Civil Defence Corp (NSDC), the DSS and SSS among others.
- ▶ It is a new FGN initiative.

CONCLUSION

Some fundamentals of safety and the strategies for security

- ▶ Establish guidelines for preventing violence in the school.
- ▶ Involve parents in the process.
- ▶ Identify and defuse potential outbursts.
- ▶ Incorporate ongoing training in responding to crises.

CONCLUSION (Cont'd)

- ▶ Gain cooperation between students and teachers.
- ▶ Have a plan of action to deal with crisis situations.
- ▶ Create committees, inspections, and reporting procedures.
- ▶ Determine risk factors and solutions.
- ▶ Use non-violent means of restraining someone.
- ▶ Defend yourself in an assault.



THANK YOU FOR LISTENING

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