



# V. Action Charts

## Physical Safety

Physical Safety: When Physical Safety is perceived as a problem in your school, here are some steps you can take:			
School Group	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
Students	<p><b>Look at the two scales—Rules &amp; Norms for Safety and Sense of Physical Security. Are there issues with school policy (Rules &amp; Norms) or with peoples' experience of safety (Sense of Physical Security) or both?</b></p> <p><b>How do student responses to these dimensions compare to other information about safety</b> that you collect in your school, such as Incident Reports or student complaints?</p> <p><b>Are there sub-groups of students who feel particularly unsafe?</b></p> <ul style="list-style-type: none"> <li>• Look at Section III C to see if there are differences by gender, grade or race/ethnicity.</li> </ul> <p><b>Are there particular aspects of safety that students perceive to be a problem?</b></p> <ul style="list-style-type: none"> <li>• Look at Section V for details on how students responded to each item that makes up the scales for Safety - Rules &amp; Norms and Sense of Physical Security.</li> </ul> <p><b>Can you dig deeper</b> through focus groups, follow-up surveys, or more informal forums for conversations with specific groups about particular issues?</p> <ul style="list-style-type: none"> <li>• For example, if the youngest students in the school are feeling particularly threatened, can you find out more about how and why, via additional research and/or by discussions with school counselors and/or teachers?</li> </ul>	<p><b>Rules, Systems and Norms:</b></p> <ul style="list-style-type: none"> <li>• Not clearly defined</li> <li>• Not fairly or strongly enforced; difficult to enforce</li> <li>• Not well-aligned with consequences</li> <li>• Not informed by the experiences of students and school personnel</li> </ul> <p><b>Supervision:</b></p> <ul style="list-style-type: none"> <li>• Insufficient adult presence</li> <li>• Adults insufficiently trained in crisis management and/or in socially &amp; emotionally informed discipline</li> </ul>	<p><b>Review your student code of conduct. Make sure that it is developmentally appropriate and aligns with your school's core values. Involve staff in the process and students as appropriate by age.</b></p> <p><b>Map problems by area and time. Have students and staff mark school diagrams indicating where they experience or witness problem behaviors and when. If possible, institute a computerized program that will track physical incidents in school.</b> This will allow you to use current data to identify problem locations in the building (more supervision can be provided) as well as analyze data by type of infraction, date, frequency, and consequences imposed.</p> <p><b>Make it easy and safe to report safety concerns.</b> All adults should be prepared to receive reports (written or oral) from students in a sensitive manner and to convey them to the appropriate person. It may also help to provide boxes where students can report problems anonymously. Try to provide each student with an adult in whom they can confide.</p> <p><b>Be sure your school has a crisis plan</b> and that students, school personnel, and parents all feel confident about what to do. Consider speaking to your local police or fire department if you need guidance in developing an effective plan.</p> <p><b>Increase visibility and availability of adults in unstructured or "problem" areas</b> of the school. This will help students feel safer and lead to more student-adult conversations, increasing the probability that adults will hear about student concerns.</p> <p><b>Educate all or key school personnel—including School Safety Agents—in how to deal effectively with children in crisis.</b> Many of these programs provide excellent training for developing social-emotional skills and ethical dispositions in school personnel, as well as awareness of the ways in which conflicts can escalate unnecessarily and how to defuse them.</p> <p><b>Address the issue of bullying.</b> Establish and communicate the school's anti-bullying commitment. Create a common language and establish policies and procedures for addressing bullying incidents when and where they occur.</p>

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