NEW WORLD INTERNATIONAL SCHOOL

SAFETY MANUAL

VISION:

Our Vision is to seek and provide a stimulating and enriching education to every child, and inculcate a sense of worth and achievement through teamwork.

MISSION:

To provide quality education to take the students towards a brighter future.

NWIS aims to:

- lead students to academic excellence through a well aligned curriculum and experienced faculty members.
- foster mutual respect and understanding in students to fit into a multi-cultural environment.
- provide a safe, secure and positive environment for the students entrusted in our care.
- develop a child's initiative, self-confidence and a sense of responsibility.
- ensure that "Every Child Matters" and develops successful learning for the next stage of his/her education.

“Every Child Matters”

At work at play,
Let safety lead the way.

At work, at home,
Let safety be known.

As the schoolopens its doors for another year, the students need to be prepared to get through the year successfully and safely.

Accidents can be prevented if parents are on the lookout for potential hazards to keep children away from harm. Their safety is always a top priority.

Fires are devastating to life and property. They can be prevented with fire safety awareness and adherence to fire safety rules. Research shows that school-age children are actually nine times more likely to sustain an unintentional injury, than to be the victim of violence while at school. Teach your children how to be responsible around a fire and how to react safely should a fire occur. Make sure your children know how to use emergency numbers, fire escape routes, and line assembly points and move as directed by the teachers.

NWIS - SAFETY PLAN

Most fires can be handled effectively to allow students to escape the fire, when school adheres to fire codes. ***New World International School students follow the school's emergency evacuation plan.***

- Students are well aware of the emergency exits. These are marked clearly to help students evacuate the building.
- A fire alarm system is present on each floor which is clearly audible from each classroom.
- The school is well equipped with fire extinguishers and fire blankets, well maintained in working condition. Personnel are trained for their proper use.
- Emergency evacuation plans are visibly posted, to be followed by teachers, administration personnel and students.
- The school has an accountability process in place to account for students who move from one room to another during the course of the day.
- The emergency leaders direct the students. Students regularly practice the fire drill so they are familiar with the emergency process, which also defines the fire assembly point.
- Parents should remind children that if a fire alarm is triggered they should remain calm and follow the school's evacuation plan.

  As a parent you are responsible to frequently remind your child about fire prevention and safety tips.

SAFETY POLICY

The personal safety of our students and employees is of primary importance. We have implemented a safety program for this very purpose. Our goal is to eliminate workplace injuries. The safety program relies upon the cooperative support of staff to achieve a sound occupational and safety climate.

Safety is the responsibility of each and every employee; seeking and obtaining information and training on hazards in the workplace to maintain safe workplace conditions, following safe work practices notifying one's supervisor of unsafe conditions, work practices and procedures in a timely manner all fall on the shoulder of employee. Correcting unsafe conditions and activities where possible and providing recommendations to

one's supervisor of how such conditions and activities can be corrected. Reporting immediately to one's supervisor any work-related accident, injury, or illness. By working together, we can succeed in creating a safe workplace for all to enjoy.

A team of fire safety professionals visited **NWIS** premises for fire safety demonstration as a part of our safety programme. The team imparted the training in compliance with the safety measures. Keeping students safe while they are at school is an important priority. **NWIS** has taken special care when developing a thorough plan for fire safety to educate both students and staff on what to do in the event of a fire. Following are the measures taught both to students and staff to prevent the outbreak of a fire:

1. Don't Play with Fire – Safety Measures

The surest way to prevent fire-related injuries at school is to prevent fires from starting in the first place.

- **NWIS** makes it a point that students are aware of potential fire hazards. For example overburdened electrical outlets, flammable liquids that are stored improperly, large accumulations of trash and improper wiring.
- Students are constantly given tips to prevent fires or things they should not play with, that can cause fires. For example they are advised not to play with matches, lighters, candles, fireworks, stoves, ovens and barbeque grills. Students are educated not to put paper, clothing, blankets or other items over lamps and in electrical sockets.
- The school staff continuously invigilates the premises to ensure the safety of all who use the building.

2. Practice Drills

The school conducts a fire drill and provides students with fire safety tips that apply to school, home and all the places they go. The purpose of these drills is to make sure that the school building can be completely and quickly evacuated in an orderly manner. School staff is trained at regular intervals on these procedures prior to any drills.

- The sound of the school alarm bells blaring should make everyone jump to their feet and line up at the door.
- Teachers are advised to talk about fire drill procedures at school. They are practiced with the procedures eg. How to line up at the door and walk out of the building safely.
- They are made aware of the exit points, clearly marked at the classroom exit, the door and the window. Teachers familiarize them with the map of the escape route from the classroom.
- They are also equipped with the homework to practice a fire drill at home, including finding exit points from their bedroom and the route they should take to a family meeting place.
- They are made aware of fire pull station and to check to see if fire extinguishers are still charged.
- They are advised to close the door after exiting. Closing the door behind you, can help to minimize the spread of

smoke and fire.

- The students are taught not to fight the fire themselves, just to get out as quickly and calmly as possible.

3. Getting Out Safely

- Students are taught how to safely exit a burning building.
- They are taught to feel the door before they open it. If the door is hot and smoke is coming from underneath it, students are taught how to place a wet towel or a rolled up shirt at the bottom of the door to stop smoke from coming into the room.
- Students are instructed not to open a hot door, and if necessary look for a second exit.
- They are taught to crawl on their hands and knees when the room is smoky to breathe the safer air near the ground.
- They are shown how to cover their mouths with a cloth to avoid inhaling smoke and ash.

4. Call For Help

- Kindergarten and first grade students should practise dialling 998 with the play phone.
- All students from kindergarten to grade four should practise reciting 998 in case of emergency and stating their phone number.

5. Fire Fighters are Friends

- Students are reminded not to hide from fire fighters. They may look different in their fire suits and mask but they are there to help. This is the job of trained fire fighters wearing safety gear, helmets and oxygen masks.

6. Stop , Drop And Roll

- Students are taught how to deal with the situation if their clothing catches fire.
- They are shown how to stop, drop and roll.
- They are taught to cover their face with their hands then roll, roll, roll and to keep rolling back and forth until the fire is out.

BACKPACK SAFETY:

Choose a backpack with wide, padded shoulder straps and a padded back. Pack light. Organize the backpack to use all of its compartments. Pack heavier items closest to the center of the back. The Backpack should never weigh more than 10 to 20% of the student's body weight. Always use both shoulder straps. Slinging a backpack over one shoulder can strain muscles.

Consider a rolling backpack. This type of backpack may be a good choice for students who have to carry a heavy load. Remember that rolling backpacks still must be carried up stairs.

CHILD SAFETY AND CARE FROM HOME:

Emphasize to your child proper playground behaviour and remind them that pushing, shoving, or crowding are not

acceptable. Develop good homework and studying habits. Create an environment that is conducive to doing homework. Youngsters need a permanent work space in their bedroom or another part of the home that offers privacy.

Give ample time for homework. Take steps to help alleviate eye, neck, and brain fatigue while studying. It may be helpful to close the books for a few minutes, stretch, and take a break periodically when it will not be too disruptive.

WHILE WALKING TO SCHOOL:

Respect traffic lights and stop signs. Know the "rules of the road". Always walk on the footpath only. On roads without footpath, walk on the extreme right hand side of the roads. Do not be impatient on the road. Do not rush or run on the road.

Cross only at Zebra crossings, traffic signals, subways and foot over-bridges. Where such facilities do not exist, look for a safe place to cross. At the signal lights, cross only on a clear green signal. If an intersection is controlled by a policeman, traffic warden or RSP cadet, cross only when he signals you to do so.

When crossing between vehicles parked on the side of the road, remember that you are not visible to the moving traffic (because the parked vehicles may be taller than you). Stop as you appear from behind the vehicle and look for a safe gap before crossing. Remember, drivers need plenty of time to see you and to slow down and stop. While crossing wide roads that have central islands, always cross in two stages. Cross to the central island, stop, and cross when the next section is clear. While crossing one-way roads, remember that the traffic will be moving at higher speeds. Do not cross unless it is safe.

Never cross a road at a corner/curve, as the motorist taking turn will not be able to see you in time. Running across the road is a bad idea, as you may slip and fall.

WHILE GOING BY BUS:

Leave home well in time, so that you won't have to run to catch the bus. At the bus stop, always follow the queue. Board the bus only after it has come to a halt, without rushing in or pushing others. While in the bus, shouting or making noise is definitely bad manners. Such behaviour can also distract the driver.

Do not board or alight at a bus stop other than the one decided by the school. Never board and alight at a red light crossing or an unauthorized bus stop. Always hold onto the handrail if standing in a moving bus, especially on sharp turns. Do not sit, stand or travel on the footboard of the bus. Do not put any part of your body outside a moving or stationary bus. Always adhere to the bus safety rules.

GUIDELINES FOR PARENTS OF SCHOOL CHILDREN

Parents are equally responsible for the safety of their children during school journeys. They must ensure that the mode of transport arranged by school or by themselves is absolutely safe. Parents must play the role of vigilant observers. They should

note down violations committed by school buses and immediately report to the authorities.

Parents must participate in Parent Teachers Association meetings and discuss the safety aspects of their children. While taking their children to school themselves, they should take proper care of their safety. Parents must ensure that the children acquire the right knowledge and skills for safe use of roads. They should teach their children the basic rules of the road, how to walk and cross the road, how to alight and board a bus etc. Parents should not allow their minor children to drive.

Parents must also ensure that the right attitude of law abiding citizen is imparted to their children by the family. Children are very good observers and therefore, parents must set an example by meticulously observing even small traffic rules. Remember safety of children must be the foremost priority of every parent.

GUIDELINES FOR TEACHERS FOR ENSURING SAFETY OF STUDENTS:

It is the responsibility of parents, school authorities and the teachers to ensure the safety of school children and also to impart the necessary knowledge, skills and attitude to be a safe road user.

Teachers should help to develop a responsible attitude towards road use to students. Teachers should impart essential knowledge about roads and traffic to students.

CAR SAFETY

All passengers should wear a seat belt or be restrained in age and size appropriate car safety seat or booster seat.

Your child should always ride in a car safety seat with a harness as long as possible and then in a belt positioning booster seat. A child is ready for a booster seat when he/she has reached the maximum weight or height allowed for the seat, the shoulders are above the top harness slots, or the ears have reached the top of the seat.

Your child should ride in a belt-positioning booster seat until the vehicle's seat belt fits properly (usually when the child reaches about 1.5 meters in height and is between 8 to 12 years of age). This means the shoulder belt lies across the middle of the chest and shoulder, not the neck or throat; the lap belt is low and snug across the thighs, not the stomach; if the child is tall enough to sit against the vehicle seat back with legs bent at the knees and feet hanging down.

Make sure that all children under 12 years of age should ride in the back seat of the vehicles. If you must drive more children than can fit in the back seat (when carpooling for example), move the front passenger's seat as far back as possible and have the child ride in a booster seat if the seat belts don't fit properly without it. Remember that many crashes occur while novice teen drivers are going to and from school. Don't allow your teen to drive while eating, drinking, or using their mobile phones.

EATING DURING THE SCHOOL DAY:

Try to give your child a healthy choice of snacks such as fresh fruits, dairy products and water. Each 335ml. of soft drink contains approximately 10 teaspoons of sugar and 150 calories. Drinking just one can of soda a day increases a child's risk of obesity by 60%. Restrict your child's soft drink consumption.

SCHOOL BUS SAFETY:

To be safe when they travel to and from school, follow these simple safety rules:

AT THE BUS STOPS:

Always walk to the bus stop. Never run. Walk on the sidewalk. If there is no sidewalk, walk on the left facing traffic. Always go to the bus stop about five minutes before the bus is scheduled to arrive. While at the bus stop, wait in a safe place away from the road. Do not run and play while waiting.

Never speak to strangers at the bus stop and never get into the car with a stranger. Always go straight home and tell you parents if a stranger tries to talk to you or pick you up.

Wait for the bus to arrive, watch for red flashing lights and the stop sign to be extended, and cross only when all traffic has stopped. Look left, right, and left again before crossing. Wait for the bus to come to a complete stop before approaching the bus.

IN THE BUS:

Go directly to a seat. Remain seated and facing forward for the entire ride. Talk quietly (so the driver will not be distracted).If you need to talk to the bus driver: wait for the bus to stop, raise your hand, and call the driver's name.

Never throw things in the bus or out of the windows. Never play with the emergency exits. Keep the aisles clear at all times. If there is an emergency, listen to the driver and follow instructions. Stay seated at all times.

EXITING THE BUS:

When exiting the bus, wait until the bus comes to a complete stop, exit from the front using the hand rail to avoid falling. When getting off the bus, make sure you walk (not run) three more steps away from the door. This is the best place to be around a bus. Stay away from the bus wheels and watch out for moving cars.

Once you get off the bus, go straight home so an adult will know where you are. Only get on and off the bus at your designated stop. If you need to get off the bus somewhere else, you will need to have a note from your parents. If you leave something on the bus, never return to the bus to get it. The driver may not see you come back and they may begin moving the bus.

Also, if you drop something near the bus, tell the bus driver before you attempt to pick it up, so they will know where you are. The driver may not see you before starting to move. Keep your backpacks close to you so that they don't get caught in the door or around a seat. Always remain 10 steps away from the bus to be out of the "Danger Zone" and where the driver can see

you. Always cross the street in front of the bus. Never go behind the bus.

Do not wear abayas or clothes that are flowing and brushing the floor that you may trip on them and fall.

Safety Equipment for the Science Lab

Gloves -- these should be of an approved standard for the experiment being conducted and the materials being used.

Safety Lead Gown -- this is for when fairly high volatile experiments are being conducted or where there may be radiation exposure risk.

Regular Lab Gown or Apron -- these are acceptable when the risk is low, like when working with dyes or other such things, but there are no actual risks such as flame, explosion, radiation etc.

Goggles -- these are to be worn in all experiments where there is a chance of things flying up into your face, as long as they are not HIGH RISK substances.

Face Shield- this must be used in cases where highly volatile materials such as acid, flames, etc., that could burn you if they came in contact with your face or with your eyes, ears, mouth or throat.

Tongs or hot mitts-- these should be used for products that are too hot to be touched, so that you will not burn yourself.

Eye Wash or Eye Fountain -- this is designed for, when any chemicals accidentally gets into anyone's eyes. All labs MUST have this as it is mandatory.

Fire Extinguisher -- depending on the volatility of materials being used in the lab, it would need the appropriate Class of Fire extinguisher such as A, B or C. Check with your local fire department or safety department for more information regarding the appropriate fire extinguisher for your lab.

Fire Blanket - Know its location and when and how to use it.

Dust Pan and Broom -- this is to be used to clean up any broken glass.

Biohazard Containers -- these must be used when you're finished with chemicals, and other substances that CANNOT be disposed of into the regular sink.

Sharps container -- this is to dispose things like exact knife tips and other sharp components that should NOT be going into the garbage. Another suggestion is to use it to dispose broken glass whenever possible.

Safety Exits -- know where they are, and use them appropriately.

First Aid Kits – the type of kit depends on the type of lab being run, but most of them will require an Enhanced Standard to a WCB 2 kit. Assign someone to take care of the contents of the first aid kit. Use a checklist to maintain the contents and keep this list in the kit.

Fume hood -- this is to be used for ALL chemicals that have potential harmful Vapours.

BASIC LABORATORY SAFETY RULES ARE AS FOLLOWS:

- No running, jumping, or horseplay is permitted in laboratories.
- Stairways, hallways, exits, and access to emergency equipment such as fire extinguishers, must be kept clear.
- No eating, drinking, applying cosmetics, or smoking is allowed in the laboratory.
- Always thoroughly wash your hands before eating, on completion of work.
- Do not store food or drinks in refrigerators, freezers, or containers designated for chemical storage.
- Compressed gas cylinders must be secured at all times, including during transport and when empty.
- Cylinder caps must be in place when the cylinder is not in use.
- Sandals, open-toed, or open-heeled shoes should not be worn in the laboratory.
- Do not pipette by mouth.
- Report any accidental exposure (inhalation, ingestion, skin contact, or injection), injury, or spills to your instructor.

Gloves

Many hazardous materials can be absorbed through the skin. Others, such as organic solvents can dissolve the natural protective oils on the skin, leading to chapped and cracked skin and the possibility of infection. Therefore, protective gloves must be worn when a potential skin exposure risk exists or where there is a potential for accidental spills.

Labelling

Read everything on the label - it is there for a reason. Information found on a label may include: chemical components, hazard or toxicity data, including a description of the hazard such as flammable or corrosive, and routes of entry, directions for proper use, storage, handling, and disposal, directions for treatment /first aid following accidental exposure or misuse, spill control procedures and recommended protective equipment.

With certain exceptions every container in the lab area must be labelled with the manufacture label or for secondary containers with a label giving the product or chemical name and hazard identification. Hazards should be identified and rated by use of the NFPA diamond which gives a numeric rating from 0 (for minimal hazard) to 4 (very hazardous) for fire danger (in red), reactivity potential (in yellow), health or toxicity (in blue), and any special hazard such as radioactivity (noted in the white diamond). Labels on mixtures must have this information for the

five most predominant chemicals over 1% by volume. If the container is not properly labelled, notify your instructor.

If you transfer a substance into a container and use it immediately, you are not required to label it. However, any time a container is left unattended; it must be labelled and should be sealed or closed. Certain exceptions are allowed for multiple, small sample containers, which may be placed in a designed, labelled area, these are "batch labelled" containers.

Safety Rules and Procedures

- Know what Safety Sheets to look at for the different chemicals that are used within the lab environment.
- **Know how to use the fire extinguishers, and when it is appropriate to use them.**
- **Report all injuries and illnesses to lab staff immediately, DO NOT wait!**
- If you notice a gas leak, or a leak of any other sort, make sure that you mention it to the lab staff.
- Clean up spills and broken glass and other equipment using the prescribed outlines that are provided by your lab. Some like mercury requires special precautions.
- If you hear the fire alarm, close all doors to the lab, and make sure that you quickly turn off everything such as gas, and other components that you may be using. Then evacuate.
- Have regular safety meetings with the lab staff to go through policies and procedures that are needed while in the lab!
- Long hair should be tied back. If you're wearing a tie, tuck it inside your blouse/shirt or remove it to avoid accidents.
- If possible, stand up and put stools elsewhere, so that if something spills then you can move back faster.
- Keep your desk (work area) clean.
- Always wear either long sleeves or a lab coat to prevent injury due to splashing of chemicals. In addition, closed toe shoes are a must. So no sandals or flip flops! Be sure to roll up your sleeves or wear a short-sleeved shirt if you're working with heat or open flame.
- No food or drink is allowed in the lab - mistakes and contamination can be deadly.
- No horseplay or practical jokes (focus on your work).
- Limit the use of potentially dangerous chemicals to knowledgeable staff.
- No chipped or cracked glassware are to be used.
- Learn to properly insert rubber stoppers into glass tubes.
- All cuts, burns etc. are to be reported and treated with no exceptions.
- All gas cylinders are to be chained to the wall.
- No experiment should be left unattended.
- No "Wonder what happens if I do this" experiments.
- Do not pick up or move flasks or other containers holding chemicals unless absolutely necessary. Fewer mistakes mean fewer accidents. When you must move a container, use BOTH HANDS to make sure you have a firm grip, and always make sure your travel path is clear.
- **Read all labels thoroughly. Make sure you know what you're using and its proper use!** Do not rush through

instructions - pay close attention to all details, especially any precautions.

- Always watch out for spilt slippery liquids!!!

SIX STEPS TO WASH YOUR HANDS:

1) Wet and soap your hands.
2) Rub both hands vigorously.
3) Wash your left hand with your right hand and alternate to the other hand and repeat.
4) Rub your fingers over the palms of your hand.
5) Wash your right thumb with your left hand, alternate and repeat.
6) Rub your left wrist with your right hand and alternate and repeat.

PERSONAL AND FOOD HYGIENE

Good hygiene

Cleanliness of the body – is an important barrier to prevent many infectious diseases and it promotes better human health and well-being. As the two words "personal hygiene" already indicate, it entails measures that an individual must follow for personal cleanliness in order to improve and maintain conditions for one's own health. These measures include good cleansing of the body: regularly washing of one's hands, taking daily baths, washing one's hair, proper oral care and good skin care, trimming nails and cleaning the feet.

Health aspects

Regular hand washing and daily bathing with soap, wearing clean clothing and footwear prevent hygiene-related diseases such as diarrhoea, scabies, ringworm, trachoma, conjunctivitis and lice-related typhoid. Washing with soap is an important step to prevent the spread of disease.

Pathogens that occur in food can cause dangerous and sometimes fatal food poisoning. The most important types of food poisoning are caused by bacteria. The more bacteria one ingests, the greater the risk of becoming ill. Under certain conditions, like warmth and humidity, and given enough time, bacteria can multiply to enormous numbers. Under the right circumstances, 1 bacterium can multiply to more than 4 million in only 8 hours. Bacteria can reproduce at a temperature of between 5 and 63 °C, with an optimum being around 30-40 °C, but such pathogens are destroyed at temperatures exceeding 70 degrees Celsius.

Food poisoning

Germs can contaminate our food from the moment the food is still being grown in the field until the moment that it is served on the table. If germs get the chance to survive and multiply and

are not destroyed by the food preparation process, they can cause diseases after the food is consumed. Sometimes germs are spread to other food through the use of contaminated kitchen utensils. Symptoms of food poisoning can last several days and include: abdominal pain, diarrhoea (with or without blood), vomiting and fever.

Guidelines for actions

Proper personal hygiene is the key to preventing hygiene and food-related diseases. If we do not wash our hands, bacteria can remain alive on them for many hours. During that time they can spread to other things, foodstuff, or people we touch. Regular hand washing, proper food preparation and storage and cleanliness of kitchen utensils are important steps to prevent food poisoning.

Food at school:

Store food in the right manner.

As the content of the lunch box remains at room temperature for quite a while, it is important that parents take this into account while packing. We have to consider which foodstuffs are suited to give our children in their lunch box, all the while being nutritious and safe.

There are two kinds of food: a low-risk group (non-perishable) and the high-risk group (perishable food). The appearance of low-risk food can change and spoil at room temperature, even with the right treatment, although the chance of illness is rather small. Examples of such products are: sweet and salted cookies, washed but uncut fruit, packs or bottles of juice, dried fruit, etc. On the other hand, high-risk food has a composition which stimulates the development of bacteria and such food must be stored cold. For example: chicken and meat dishes, dishes based on mayonnaise and dairy products. Such foodstuffs run a high risk of spoilage and it is important to keep this food cold during storage. You can also put a freezer pack in the lunch box to keep the food cool.

It is important that children wash their hands before eating. Parents might wish to give some soap and a wash cloth or tissue, if the school does not provide soap and tissues in the bathrooms.

Teachers should encourage their pupils to properly wash their hands; especially those at preschool level should be guided and trained in proper hand washing practices. Remember the old proverb:

"*What's learnt in the cradle lasts till the tomb*"

Some practical tips for the preparation of the lunch boxes:

Carefully wash your hands before you start preparing the food.

Ensure that the lunch box is clean.

Use clean kitchen utensils.

Take the food out of the fridge just before the child leaves for school.

Use small boxes to store the food in the lunch box. Remember

to separate raw from cooked or prepared food.

If the food remains out of the fridge for a long time, we recommend putting a freezer pack in the lunch box. You can also add a frozen package of juice, which will gradually defrost but will keep the food cool.

The packaging of the food must be waterproof. Use aluminum foil or a sandwich box.

The lunch box itself can best be made from plastic as this is durable and easy to clean.

Safety Tips To Prevent Home Fires

Take the following kitchen safety precautions to prevent a kitchen fire.

- Never leave food cooking on the stove or in the oven unattended.
- Use a temperature controlled frying pan when cooking with oil and grease, or use a deep pan and keep a tight fitting lid nearby for quick use to put out a grease fire.
- Make sure your kitchen is well lit, so that you can see clearly the control switches. To prevent built up grease from becoming fuel for fire, keep the stove clean.
- Never wear lose clothing; when cooking dangling sleeves and scarves can easily catch fire when they come close to burners or electrical elements.
- Keep the stove and oven clear of combustibles, such as drapes, potholders, cloth and paper towels and food packaging.
- Always turn off cooking appliances after use.

Proper Response To A Cooking Fire

Equip your kitchen with a multi-purpose (A, B, C) Fire extinguisher to help you put out a cooking fire. Never use water or flour to douse the flames. Water causes grease and oil to splatter, and flour can catch fire. You can use baking soda, if it is handy.

Take these Safety measures to smother a small cooking fire:

Stovetop – If a small grease fire starts on the stovetop immediately turn off the burner. Put on an oven mitt and slide a lid or another large flat object e.g. baking pan, large plate or cutting board onto the pan from the front to the back. This action starves the oxygen from feeding the fire and eventually the fire will die. Wait at least 10 minutes before attempting to remove the lid from the pan.

Oven- If a fire starts in the oven, turn off the heat. Keep the door closed to prevent oxygen from feeding the flames and the flames from burning you.

To Prevent Electrical Fires Follow These Safety Practices

- Follow the manufactures instructions for the installation, use and maintenance of all electrical equipment.
- Regularly check electrical appliances and equipment. Repair or replace any other electrical equipment that over-heats.

- Never overload an electrical circuit by connecting more devices to it than it is designed to handle.
- Keep small appliances such as toasters, mixers, coffee makers unplugged when not in use.
- Only use extension cords temporarily.
- Make sure that light bulbs are the correct wattage and screwed in securely to prevent overheating.
- Never place heat producing appliances close to combustibles such as paper, dish cloths etc.

CANDLE FIRE SAFETY TIPS

A candle is an open flame that can easily ignite any combustible material. Follow these safety practices when using candles.

- Never leave a burning candle unattended.
- Extinguish all candles when leaving a room or going to sleep.
- Keep candles away from items that can catch fire such as clothing, paper and flammable or combustible materials.
- Always ensure that candles fit securely in holders.
- Trim the candle wick to 1 cm before lighting. Allow candles to cool before relighting.
- Keep the wax pool free of debris.
- Extinguish candles when they get within 5 cm of holders.
- Never allow candles in glass containers to burn until the wax is completely liquefied. This avoids cracking and shattering the glass or burning the surface under the container.
- To avoid wax splatter, use caution when extinguishing candles. Place a hand behind the flame when blowing them out. Better still, use a candle snuffer.
- Make sure you wet matches before discarding them in trash containers.
- Keep candles away from pets.
- Keep candles, matches and lighters out of the reach of children.
- Do not permit any child to light or extinguish candles without adult supervision.
- Avoid carrying a lighted candle. For e.g. don't use a candle to find something in the closet.
- Never use a candle for light when fuelling equipment, such as a kerosene heater.

MAKE SURE THAT THE CANDLES IN YOUR HOME ARE NEVER A FIRE HAZARD

MICROWAVE OVEN SAFETY TIPS

Microwave ovens are quick and easy to use, however it doesn't mean that they are always used correctly, and more importantly, safely.

To ensure the safety of you and your family follow these safety tips.

- Don't heat foods and liquids beyond the time recommended by the recipe. This will help prevent super

heating that can occur when plain water is heated in a cup for an excessive amount of time. If you must heat water in a cup in the microwave, add sugar, coffee granules, or a wooden stirring stick to the water to reduce the risk of super heating.

- Don't let children use the microwave oven.
- Always stir microwave heated food to mix the hot and cool areas. Keep in mind that food heats unevenly in microwaves.
- Test the temperature; make sure the heated food has cooled to a safe temperature before eating or serving.
- Use only microwave safe containers and utensils. Never use metal containers.
- Always vent microwave containers properly. Leave a small part of the container uncovered. Trapped steam can cause the container to explode.
- Poke holes in foods with tight skins, such as hotdogs and potatoes. If you don't, trapped steam could cause them to explode.
- Never heat baby bottles in the microwave.
- Never operate a microwave oven when it is empty.

DRIVING SAFELY DURING RAIN, FOG AND SAND STORMS

Some simple steps to remember when driving in the rain

- Reduced visibility is a challenge to drivers during rainfall.
- Rear lights are vital for your safety when you are driving in heavy surface spray.
- Drive cautiously and stay below the speed limit. Keep enough gaps between vehicles in case you need to stop.
- Turn on your vehicle's wind shield wipers and the defroster and fan to remove the condensation on the windows and the windshield.
- Drive in the tracks of the vehicle ahead of you to avoid skidding.

Cautions for driving during fog

- Fog can reduce visibility creating hazardous driving conditions. As you enter fog check your mirrors and slow down. Use your foot brake lightly so that your lights warn the drivers behind you.
- Use low beam headlights and fog lights if visibility is reduced so you can be seen. Make sure your main beams aren't turned on by accident.
- Keep an eye on your speedometer.
- Use your windshield wipers and defroster to help defog your windows.
- Beware of other drivers who are not using their headlights.
- If you park your car on a main road, try and get your vehicle completely off the road. You could be rear-ended.
- Listen for traffic you cannot see. Open your window a little to hear better.

- Use the right edge of the road or painted road markings as a guide.
- Don't stop on a highway or a heavily travelled road.

Driving during sandstorms

- Sandstorms or shamals, as they are commonly known in Saudi Arabia, are dangerous to drivers as they can start up quickly and reduce visibility.
- To avoid potential problems, check your tires regularly during the shamal season for appropriate tread depth and proper inflation.
- Take the same precautions you would take when driving in rain or fog to reach your destination safely during shamal season.

FIRST AID:

Learning about First Aid is interesting and practical and gives children vital and life saving knowledge.

WHAT IS FIRST AID?

First Aid is the first line of treatment given to a person immediately after an accident. This includes getting further medical help when necessary.

The aim of First Aid is to:

- Keep the person alive.
- Help the person to get better.

HOW TO HANDLE AN ACCIDENT: THE SAFE APPROACH

1. Look around at the situation:
   - Are you or any other people in danger?
   - What was the cause of the accident?
   - How many people are injured?
2. Remove the danger to yourself and the injured people.
3. Ask someone to get help.
4. Look at the injuries and decide what you can do to help.
5. Behave calmly and confidently and reassure the injured people.

PRIORITIES FOR FIRST AID

In accidents where many people are injured: The most seriously injured must be treated first. The ABC rule states the most important priorities to save lives and prevent permanent injury.

A. Open the Airway (the passage from the mouth and nose to the lungs) and keep it open to allow the person to continue breathing. Check if anything is blocking the airway and remove it if possible.

B. Check the breathing. Place your ear next to the person's mouth and nose. Listen, feel and watch their chest and stomach to check whether they are breathing. If not give mouth-to-mouth ventilation.

C. Check the circulation of the blood by feeling for the heartbeat. If there is no heartbeat and if you are trained

for it then give external chest compression which pumps the blood around the body.

THE RECOVERY POSITION

When a person is unconscious they seem to be asleep but you cannot wake them. Someone who is unconscious and breathing properly should be placed in the recovery position to keep their airway open. This makes sure that vomit or any other liquid will exit of the mouth so that the person can breathe easily. Use the recovery position if you have to leave the injured person to go for help.

First Aid

To put a person in the Recovery position:

1. Put the arms by the person's side.
2. Roll the person over onto their front.
3. Place the arms and legs as shown in the diagram.
4. Make sure that the chin is forward and the head tilted back and that the person can breathe freely.
5. If the person has broken bones, move them with great care. Take special care of their back and neck. Use a support like a rolled blanket instead of their arms and legs to keep their chest raised a little off the ground.
6. Get medical help.

BLEEDING

Bleeding can be mild and last only a short time or very serious and can lead to death. We need blood to stay alive. Adults have about 4 litres of blood in their bodies. Blood is pumped around the body all the time by the heart. Blood travels through two kinds of tubes called arteries and veins. The heart pushes the blood under pressure around the body through the arteries. The blood travels back to the heart through the veins , if someone is bleeding from a vein , the blood oozes and is dark red , if an artery is cut , a person losses blood very quickly , it may spurt out in time with the heartbeat. You must take immediate action to stop the loss of blood. A person can die within three minutes from severe blood loss.

First Aid

For bleeding

1. Immediately press the cut tightly with your hand or the injured person's hand over a clean pad of cloth and do not let go. If you cannot get a cloth just use your hand.
2. Sit or lie the injured person down. Raise the injured part above the heart.
3. If the pad becomes soaked with blood. Don't take it off. Put another pad on top of it and bind it tightly with a cloth. It should not be too tight. You must be able to fit a finger between the cloth and the skin.
4. Send for help immediately.

SHOCK

This happens when a person has been badly injured or is in great pain. In this state the person is rapidly losing blood or any other liquid from the body. Sometimes, internal bleeding might occur as well. Any serious loss of blood don't cancel from the body can cause shock. This is a very serious condition and you need to be able to recognize the signs. When a person is in Shock:

- The skin becomes pale or grey.
- The skin feels cold and clammy and sweats a lot.
- The heartbeat speeds up.
- The breathing speeds up and is quick and shallow.
- The person may seem confused.

First Aid

To put a person in the shock position:

1. Lay the person down.
2. Turn the head to one side.
3. If possible, raise the feet.
4. Loosen the clothing around the neck and waist.
5. Get medical help or carry the person to the health centre in that position.
6. Do not give the person anything to eat or drink.
7. If the person is likely to vomit or becomes unconscious, place them in the recovery position.

HYGIENE RULES

When giving First Aid remember your hygiene rules:

Germ Spread Diseases.

There are germs all around us and can cause very serious diseases . It is important for us to stop germs from spreading. These hygiene rules will help protect you and the person you are looking after.

1. Wash or wipe your hands before you help each person.
2. Cover any open cuts and grazes on your hands to prevent the spread of germs.
3. Wash your hands afterwards.

FIRST AID FOR COMMON INJURIES AND ACCIDENTS

Wounds

This is an injury which breaks the skin and allows blood to escape from the body and germs to enter. If germs are allowed to settle inside, the wound may get infected.

First Aid

Most small wounds heal well if you do these things soon after the injury:

1. Wash the wound with very clean or boiled water.
2. Wash the germs or any dirt away from the middle of the

wound.
3. Dry the surrounding area.
4. Cover the wound and surrounding area with a very clean pad of cloth and bandage it in place. If the wound is small apply antiseptic material.
5. Wash the wound and put on a clean bandage twice a day.
6. If the wound is serious put on the bandage and take the person to a health worker.
7. If the person has not been recently immunised against tetanus, ask the health worker for an injection against the disease.

Objects that get stuck in wounds

1. Don't try to remove the object.
2. Bandage lightly over and around the object with a clean cloth, making sure the wound is fully covered and protected.
3. Take the person to the health worker. They may also require a tetanus injection.

Nose Bleeding

First Aid

1. Tell the injured person to sit up and breathe through the mouth.
2. Pinch the soft part of the nose for at least 10 minutes.
3. Tilt the head forward and downwards.
4. If the bleeding doesn't stop take the person to a health worker.

Burns

Burns are very common at home. A burn is more serious if it covers a large area of the skin or is deep. Burns which cover a medium to large (i.e. 9%) area of the body are a threat to life, especially for very young children. Serious burns will need urgent medical help as the injured person may go into shock.

First Aid

1. Remove the person from the source of heat. If a person's clothing is on fire, wrap them in a blanket or roll them on the ground to put out the fire.
2. Cool the burnt area immediately using lots of cold, clean water. It may take up to half an hour to cool the burnt area. If the burn is very large put the person into a bath of cold water.
3. For small burns keep the burnt area clean and dry and protect it with a loose bandage, if the burn is bigger than a large coin, show it to a health worker.
4. For large burns, cover the burnt area with a dry and very clean piece of cloth and get medical help immediately.
5. If necessary, treat for shock. If the person is unconscious, put them in the recovery position.

Remember:

- **Don't break the blisters.**
- **Don't remove any clothing which is sticking to the burnt area.**
- **Don't put grease, oil or herbs on the burn.**

BROKEN BONES (FRACTURES)

A cracked bone is called a fracture. There are of two types: a closed fracture in which you cannot see the bone and an open fracture in which the bone has broken through the skin and can be seen.

It is important to keep the injured part still in a fixed position to prevent any further damage to the body.

First Aid

1. If there is serious bleeding, treat this life-threatening problem first.
2. If the person is unconscious, put them into the recovery position.
3. If it is an open fracture, cover the wound with a clean cloth to prevent infection.
4. To stop the broken bone from moving, place padding made from soft cloth around the broken bone. Support the broken bone by bandaging it to a splint.
5. Try to raise the limb with the broken bone to prevent the limb from swelling.
6. Check for signs of shock and treat if necessary.
7. Get medical help or transport the person to a health centre making sure that the broken bone is well supported and cushioned.

POISON

There are many different kinds of poisons which have different effects on the body. In most cases they cause stomach pain and vomiting.

Some of the most common poisons are: kerosene and petrol, chemicals for farming including DDT and insect killers, medicines (any kind when taken in excess of the recommended dosage) etc.

First Aid

1. Give the person plenty to drink like fresh water or milk. Do not give a fizzy or an alcoholic drink.
2. Do not try to make the person vomit.
3. Seek the help of a health worker immediately.
4. If the person is unconscious, put them immediately into the recovery position and do not try to give something to drink.

HEAT EXHAUSTION

A person who works and sweats a lot in hot weather may became pale and weak and perhaps feel faint. The skin is cool and moist. The pulse is rapid and weak. The person may seem confused. This is caused by dehydration. It is a very serious condition.

First Aid

1. Lie the person down in a cool place and raise their feet.
2. Give the person plenty to drink. The oral rehydration solution is the best drink to give.
3. If the person is unconscious put them into the recovery position and do not give them anything to drink.

HEATSTROKE

Heatstroke is caused when the body temperature gets dangerously high. This may happen in very hot weather. The skin becomes hot and dry. The person has a very high fever and may be unconscious.

First Aid

1. Lower the body temperature immediately by: moving the person to a cool place. Soaking the person with cold water and fanning him until the fever drops.
2. Get medical help immediately.

FIRE:

The sound of the school fire alarm blaring should make everyone jump to their feet and line up at the door.

IN CASE OF A FIRE:

Activate the fire alarm, close doors, extinguish fire when possible, follow the evacuation plan and evacuate. First of all, keep calm. Second, try to keep the students calm and take them out of the building in a steady pace. Know the location of emergency exits and fire-fighting equipment in your work area. Do not prop fire doors or fire exits open. In the event of a fire, fire doors will automatically close or open depending on their purpose. In the event of a fire use stairwells, **not elevators,** to exit buildings.

Know Your Way Out

An escape plan can help every member to get out of a burning building. The idea is to get outside quickly and safely. Smoke from a fire can make it hard to see where things are, so it's important to learn and remember the different ways out of your building. How many exits are there? How do you get to them from your room? It's a good idea to draw a map of the escape plan.

It's possible that one of the exits may be blocked by fire or smoke, so you'll want to know where the other ones are. And if you're in an apartment building, you'll want to know the best way to the stairwell or other emergency exits.

Safety Steps:

- If you're in a closed room when the fire breaks out, you need to take a few extra steps:
- Check to see if there's heat or smoke coming in from the cracks around the door. (You're checking to see if there's fire on the other side.)
- If you see smoke coming from under the door — don't open the door!
- If you don't see smoke — touch the door. If the door is hot

or very warm — don't open the door!

- If you don't see smoke — and the door is not hot — then use your fingers to lightly touch the doorknob. If the doorknob is hot or very warm — don't open the door!
- If the doorknob feels cool, and you can't see any smoke around the door, you can open the door very carefully and slowly. When you open the door, if you feel a burst of heat, or smoke pours into the room, quickly shut the door and make sure it is really closed. If there's no smoke or heat when you open the door, go toward your escape route exit.

Stay Low!

If you can see smoke in the building, stay low to the ground as you make your way to the exit. In an event of a fire, smoke and poisonous fumes hurt more people than the actual flames do. You'll breathe less smoke if you stay close to the ground.

Smoke naturally rises, so if there is smoke while you're using your escape route, staying low means you can crawl under most of it. You can drop to the floor and crawl on your hands and knees below the smoke.

Exiting through a door that leads outside should be your first choice as an escape route, but also ask your supervisors about windows and if they would be possible escape routes. Even windows on a higher floor could be safe escape routes if you had help, like from a fire fighter or another adult.

Ask your supervisors to teach you how to unlock the windows, open them, and remove the screen, if needed. Make sure you only do this in an emergency! Lots of kids are injured because they fall out of windows.

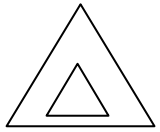
Sometimes, buildings even have collapsible rescue ladders that can be used to escape from upper floors of a building. If you have one, ask your supervisors to show you how it works.

In addition to planning your escape routes, you'll also want to know where all members will meet outside. This is helpful because then everyone shows up in one place and you'll know that everyone is safe. You might choose a nearby spot.

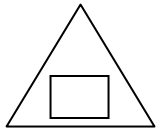
Know in advance the following:

- Where the fire boxes in your area are.
- Where the exit routes in your area are.
- Where the extinguishers are located.

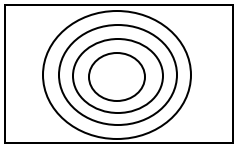
Symbols used for Fire Plan:



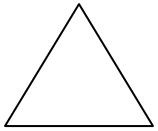
Fire Extinguisher CO_2



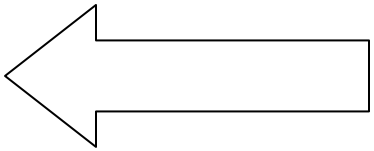
Fire Extinguisher A B C



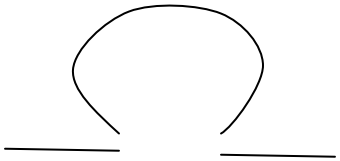
Fire Hose Cabinet



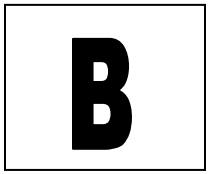
Elevator, Lift



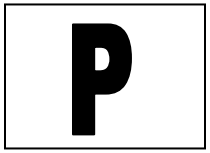
Fire Escape Route



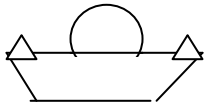
Alarm Bell Gong



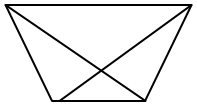
Break Glass Station - B



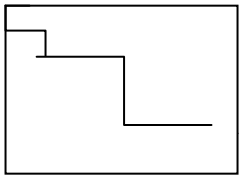
Press Glass Station - P



Emergency Light



Fire Alarm Control Panel



Fire Stairs Sign

There are four different types of fires:

1. Type A – Fire caused by ordinary combustibles solids such as wood, cloth, paper, rubber and plastics.
2. Type B –fires caused due to flammable liquids, such as gasoline, oil, grease, tar, oil-based paint, lacquer, and flammable gas.
3. Type C - energized electrical equipment, including wiring, fuse boxes, circuit breakers, machinery and appliances.
4. Type D - combustible metals such as magnesium and potassium.

Most of the fire extinguishers on our campus are ABC, which can be used on any of the above types of fires except Type D. Be sure to not use a water fire extinguisher on a Type C (electrical) fire.

It's normal to worry about your things, but if there is a fire, you have to leave them behind. The most important thing is that you get out safely. It's also important to know that you shouldn't stay in the building any longer than you must — not even to call 998. Someone else can make that call from outside.

Once you're out, do not go back in for anything!

What if You Can't Get Out Right Away?

If you can't get out fast, because fire or smoke is blocking an escape route, you'll want to yell for help. You can do this from an open window or call 998 if you have a phone with you.

Even if you're scared, never hide. Then, fire-fighters will have a hard time finding you. Know that fire-fighters or other adults will be looking for you to help you out safely. The sooner they find you, the sooner you both can get out.

In the meanwhile, keep heat and smoke from getting through the door by blocking the cracks around the door with sheets, blankets, and/or clothing. If there is a window in the room that is not possible to escape from, open it wide and stand in front of it. If you can grab a piece of clothing or a towel, place it over your mouth to keep from breathing in the smoke. This works even better if you wet the cloth first.

HOW TO USE A FIRE EXTINGUISHER

If you choose to use a fire extinguisher, remember

PASS (Pull, Aim, Squeeze, Sweep)

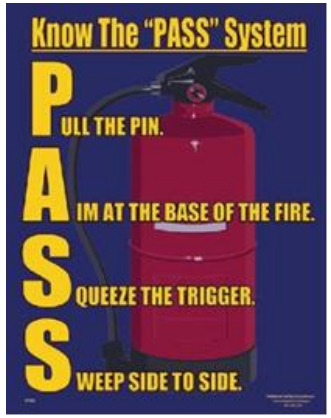
Pull the pin

Aim the discharge toward the base of the flames

Squeeze the handle

Sweep from side to side.

Do not aim the fire extinguisher directly onto the source, as it may spread the flames.



Types of Fire Extinguishers

1. **Water Fire Extinguishers**
   They're the most widely used fire extinguishers. Used for fires caused due to solids such as paper, wood, plastic etc.

Not suitable for liquid fires or where electricity is involved.

2. **Foam Fire Extinguishers**
   They're more versatile; used for fire caused due to solids and liquids. Not recommended for fires involving electricity but are safer than water if inadvertently sprayed onto live electrical apparatus. They're usually placed near chemicals or in the science laboratory.

3. **Dry Powder Fire Extinguishers**
   They're often termed as 'Multi-purpose' fire extinguishers, as they can be used on class A, B and C fires: that is fires caused due to solids, flammable liquids and flammable gasses.
   It can be dangerous to extinguish a gas fire without first isolating the gas supply. Special powders are available for metal fires.
   Warning: When used indoors, powder can obscure vision or damage goods and machinery.

4. **Carbon dioxide Fire Extinguisher**
   Carbon dioxide is ideal for fires involving electrical apparatus, and will also extinguish liquid fires, but has no post fire security and the fire could reignite.

5. **Wet Chemical Fire Extinguisher**
   This is a specialist extinguisher for fires caused due to oil and fat.

Important note while using a Fire Extinguisher

- While using a multi-purpose extinguisher, break the seal which is attached to the copper wire with the metallic handle and a lead ball by pulling it.
- All extinguishers have pipes only the Carbon dioxide type has a nozzle.
- Carbon dioxide nozzle opens clockwise; the more you open the more the gas is sprayed. If you don't get an extinguisher, use a fire hose.
- In school we usually use dry powder and carbon dioxide types of fire extinguishers.
- In case of an electrical fire, aim the nozzle at the base of the fire.
- Do not use a wrong extinguisher as it will only aggravate the situation.
- Do not use a water hose for an electric fire.
- Do not touch electric points when you have a fire.

Fire Blanket

A Fire Blanket is a safety device which can put out small fires like grease/ oil fires and electrical fires.
If someone's clothes catch fire, the fire blanket can be wrapped around them to put it out.

NWIS Fire Emergency Plan

- Fire extinguishers are installed on all the floors.
- Fire detectors are situated everywhere.
- The water hose unit is placed on every floor at the end of the corridor.
- The main detector is in the administration office from where the base of the fire will be detected. In case of a fire, the fire alarm will ring automatically.
- A copy of the fire evacuation plan is placed in each classroom showing the escape routes and the nearest EXIT.
- Fire Blankets are available on each floor.
- Regular fire drills are conducted to ensure that everyone is aware of how to safely and quickly evacuate the building in the event of a fire.

Safety Measures

The surest way to prevent fire-related injuries in schools is to prevent fires from starting in the first place. Making sure that the students and staff are aware of potential fire hazards is the key. These potential hazards can include overburdened electrical outlets, flammable liquids that are stored improperly, large accumulations of trash and improper wiring. Rooms that are used for large assemblies such as cafeterias and auditoriums must be inspected by local authorities, who will determine maximum occupancy and make sure that all exits are free of blockages and that the room is free of fire hazards. Draperies, window treatments and upholstered furniture should be flame-resistant.

In Case of Fire

In the event of an actual fire, it is very important that members of the school staff do not panic and work to keep all students calm. A quick and orderly evacuation of students and personnel should be the top priority. Other important steps are to sound the fire alarm and to close classroom and office doors after exiting. Closing the door behind you can help to minimize the spread of smoke and fire. Do not try to fight the fire yourself, just get out as quickly and calmly as possible.

Operational and tested fire-extinguishers

Every wing of a school should have a fire-extinguisher available. An emergency plan must also be drawn up and teams must be trained in what actions to take in case of fire and how to evacuate the school building. It is also important that persons are trained in extinguishing a beginning fire with the available equipment. Information on this subject matter can always be obtained from the local fire brigade.

SAFE SCHOOL SURROUNDING:

Safe play surrounding:

The schoolyard is a playground for all pupils at school, both during and outside school hours. Many pupils are very active on the schoolyard, and as a result the risk of stumbling and colliding increases. The schoolyard must, thus, be a safe place to play. There should not be any dangerous obstructions, sharp objects and holes on or in the schoolyard. When construction

(e.g. renovations) is underway at school during active school hours, additional safety measures will have to be put in place (e.g. cover trenches).

SURROUNDING:

Listed below are helpful hints to prevent accidents, slips, trips and falls

If in doubt about the meaning of safety requirements, ask your supervisor. Ignorance of safety precautions is no excuse. Report any loose or damaged handrails, stairway treads, mats, and walkway runners. Sometimes even a small worn spot can cause someone to trip. Keep stairways and landings clear and free from material or dirt.

When a slippery substance such as water or oil is spilled on the floor, clean it up immediately. Never allow an object to sit on stairways or ramps. Cartons, boxes, and other obstacles are especially dangerous on stairways or ramps. Correct unsafe conditions and activities where possible, and provide recommendations to one's supervisor for the same.

Playground, corridor and staircase safety

Emphasize to your child proper playground behaviour; no pushing, shoving or crowding in corridors. Staircase safety should be followed by walking up or down the stairs carefully and always keeping to the left. Do not run, jump or push!

Bully-Proof Your Classroom!

Say No to Bullying from Day One!

More than ever, teachers and administrators must be proactive in providing a physically and emotionally safe environment for learners. As the world watches the tragedy of school violence, bullying and teasing are important issues to tackle head-on.

Many schools have adopted formal plans to resist bullying. By having a blueprint for how to handle these situations, many teachers have found that adversarial relations are greatly reduced.

Start by making sure your expectations are clear. Have students model these expected behaviours in a controlled setting. Devise

rewards and consequences for desired behaviours, and be consistent in applying them.

Getting to Know You

- When children feel empathy, it's difficult for them to objectify one another. Early in the school year, play games that give students the chance to team-build. Use "Getting to Know You" activities to promote understanding and bonding.
- Empower Students to help themselves.
- Students need to know how to handle minor acts of teasing on their own. This ability improves student's self-esteem, and allows the educator to monitor more serious infractions.
- Implement a campus-wide program of peer assistance:
- Train selected students to assist with minor playground altercations.
- Teach all students how to use the peer assistants.
- Implement a campus-wide method of dealing with behaviour violations. Break time detention has worked extremely well. It not only reduces bullying and teasing, but also improves general behaviour.
- Open the lines of communication and keep them open.
- Make it safe for students in a group setting to report problems. Using "Class Meetings" as a way for students to safely express acts of bullying or teasing has been effective for many teachers. The existence of these meetings is often a deterrent enough for occasional bullies. In a class, we can do the following:
- Have the students establish the agenda by adding items throughout the week as problems or issues arise.
- Once a week, or at least twice a month, a class meeting should be held where these issues are dealt with and resolved in an established, organized way.
- Also, provide a safe way for students to privately report to you. Methods: Set aside time each day for private conversations. Create a secure place for students to leave you notes.

Zero Tolerance, Instant Response!

Students need to know that you have no tolerance for hurtful behaviour. The bully or tease needs to have the behaviour modified, and the victim needs to see that the school is a safe environment.

Here are common steps that many teachers have successfully followed:

- Listen attentively to the one being teased or bullied.
- Speak privately to the bully (clearly explain the report or observation, and try to determine the motivation behind the act).
- Speak to both parties and come to an agreement about future interactions.
- Involve the principal and parents, as appropriate.
- Suggest further means of modification, if necessary.

Possibilities include counselling, contracts, and Student Study Team meetings.

- A class that feels united is likely to have fewer problems. If students know each other well and feel close to each other, they are less likely to participate in teasing and bullying. In fact, they are likely to become protective and supportive of each other.

General Points/Key Messages

- Schools are safe places. Our school staff works with your parents and public safety providers (local police and fire departments, emergency responders, hospitals, etc.) to keep you safe.
- Our building is safe because:
- We all play a role in the school safety. Be observant and let an adult know if you see or hear something that makes you feel uncomfortable, nervous or frightened.
- There is a difference between reporting and tattling or gossiping. You can provide important information that may prevent harm either directly or anonymously by telling a trusted adult what you know or hear.
- Although there is no absolute guarantee that something bad will never happen, it is important to understand the difference between the ***possibility*** of something happening and ***probability*** that it will affect you (our school community).
- Senseless violence is hard for everyone to understand. Doing things that you enjoy, sticking to your normal routine, and being with friends and family help make us feel better and keep us from worrying about the event.
- Sometimes people do bad things that hurt others. They may be unable to handle their anger, under the influence of drugs or alcohol, or suffering from mental illness. Adults (parents, teachers, police officers, doctors, faith leaders) work very hard to get those people help and keep them from hurting others. It is important for all of us to know how to get help if we feel really upset or angry and to stay away from drugs and alcohol.
- Stay away from guns and other weapons. Tell an adult if you know someone has a gun or a knife. Access to guns is one of the leading risk factors for deadly violence.
- Violence is never a solution to personal problems. Students can be part of the positive solution by participating in anti-violence programs, learning conflict mediation skills, and seeking help from an adult if they or a peer is struggling with anger, depression, or other emotions they cannot control.
- ***For Parents:*** *Open communication between home and school is critical to the safety and well-being of our students and your children. Let us know if you have a concern or question about school policies or your child's safety.*

"By working together, we can succeed in creating a safe workplace for all to enjoy"