



## Conducting a Campus Safety & Security Survey

### SAMPLE

**Purpose:** To survey the entire campus to identify potential risks, threats, and / or hazards to the safety and security of students, staff, parents, and facilities, and to mitigate the identified risks, threats and / or hazards as appropriate.

**Who should conduct the survey:** The principal should be a participating member of the survey team, and should physically join in making the survey at least once per year. Members of the survey team should include the business manager and chief maintenance person. Additional members could include members of the Building & Grounds Committee, local law enforcement and fire personnel; and other community members with applicable skill sets.

**Frequency:** At least once per year, but more frequently is highly encouraged. *This survey should be done in addition to Catholic Mutual's annual risk assessment visit.*

**Mindset:** "Persons making the survey should develop a lively imagination to visualize accidental (and threat) possibilities...also be somewhat practical, and exercise good judgement and common sense in the evaluation of hazards and separating the important hazards from those that present little or no exposure." – Catholic Mutual..."CARES" *Safety Survey General Guidelines*

**Documentation:** All surveys should include, but not be limited to, the following documentation:

1. Date and time of survey
2. Names of survey participants
3. Name of person compiling written report
  - a. Date of written report
  - b. Author signature
  - c. Who report is filed with
  - d. Where report is filed
4. Areas of campus surveyed
5. Threats / Hazards Identified
  - a. Immediate mitigation action of threat / hazard (if necessary)
    - i. Person responsible
  - b. No immediate mitigation action needed
    - ii. Person responsible for notification of threat / hazard to proper person
    - iii. Person responsible for mitigation action
6. Person responsible for follow-up

**Sample Format:**

Area	Threat / Hazard  No  Yes: what is it?	Mitigation Action or Comment. Who is responsible.
Main Entry  Light	No – works	Replacement scheduled for summer
Door #5	Y – Lock broke	Fix lock (immediate) – Sam Maintenance will do
East  Perimeter  Fence	Yes – small hole  in fencing	Repair (As soon as practical) – Dan DAS will contact XYZ  Fence Co.

**Areas to survey:**

Note: This is not an exhaustive list and should be modified to meet the characteristics of each school’s campus.

1. **Near-surrounding area:** Streets and routes that students/staff traverse to come to and from school. While there may be a limit to what a school can do to mitigate any threat/hazard here, it is still important to identify these threats/hazards.
  
2. **Perimeter of Campus:**
  - a. Signage
  - b. Fencing
  - c. Landscaping – e.g., trees, bushes / hedges, stone / composite walls
  - d. Places / niches for someone to hide or be unnoticed
  - e. Sightlines
  - f. Questions:
    - i. Is access control enhanced by campus perimeter?
    - ii. Can access be restricted during recess, outdoor Physical Education class, or other school activities?
    - iii. Does the flow pattern (pedestrian / vehicle) have the potential to create a threat/hazard?
    - iv. Are there objects (landscape or other) that could be used as a weapon or cause damage to property?

3. **Exterior Surfaces:**

- a. Parking lot
- b. Sidewalks
- c. Staircases
- d. Grass
- e. Other

4. **Security Apparatus:**

5. **Recess / Physical Education Spaces:**

- a. Surfaces
- b. Benches / bleachers
- c. Play structure
  - i. Material under play structure
- d. Equipment:
  - i. Basketball hoops
  - ii. Soccer goals
  - iii. Other
- e. Equipment storage

6. **Lighting:**

- a. Glare
- b. Shadows
- c. Blind spots
- d. Line of vision between fixtures and objects
- e. Adequate for evening

7. **Buildings - Exterior:**

- a. Signage
- b. Windows
- c. Doors
- d. Access to roofs
- e. Exterior bricks/molding
- f. Drainage

8. **Buildings – Interior:**

- a. Access Control mechanisms
- b. Key / access card
- c. Do you have a policy regarding the issuance and reclamation of keys/access cards?
- d. Do you know who actually has keys / access cards?
- e. Interior (classroom) doors
- f. Do they lock automatically?

- g. What is the sightline into the classroom?
- h. Places / niches for someone to hide or be unnoticed
- i. Sightlines
- j. Bathrooms
- k. Storage rooms
- l. Little or used rooms

**9. Athletic Facilities:**

**10. Others as needed:**

**Additional questions to consider regarding a Campus Safety & Security Survey:**

Source: Tod Schneider, *Campus Safety Magazine* Online Edition. 1/15/2013

1. What risks and opportunities do students encounter between home and school? These often include vehicle – pedestrian conflicts, but can also include exposure to pedophiles, pollutants, crime, bullies or other factors that compromise both student safety and their ability to succeed once they do arrive. Gang graffiti, broken glass or needles in the gutters are examples of clues regarding risks to be gathered during an inspection. Opportunities might include natural areas, businesses or museums that could serve to enrich the school experience through field trips or internships or service opportunities.
2. What risks and opportunities are posed in areas directly adjoining school property?
  - a. Are there unsavory businesses or activities close by?
  - b. Are there commercial messages on billboards that are counterproductive?
  - c. Where are the closest hidden areas? These are likely spots for illicit behavior. Make notes of these for attention from school guardians.
  - d. Is there clear border definition or access-control fencing at the school property's edge, or is it wide open?
  - e. Conversely, does fencing force students into a higher-risk path when walking to school?
3. Can office staff observe approaching visitors before they reach the school entry? Office staff are often the most available employees when it comes to keeping an eye on who or what's approaching. With that in mind, what factors undermine their natural surveillance, and how could you fix that? For example:
  - a. Is the office located at the main entry? This is the best position from which to observe people approaching
  - b. If it is at the main entry, are workers normally positioned to see people approaching, or do they have their backs turned? Rearranging the furniture may solve the problem.
  - c. To what degree do windows allow direct natural surveillance?
  - d. To what degree is surveillance blocked by solid walls, posters or other objects?

- e. Beyond the office, are there landscaping or geographic features that block the view?
  - f. Are there solid fences that could be replaced with wrought iron to improve the view without compromising access control?
  - g. Is outdoor lighting adequate for exposing activity?
4. Do staff members have the physical ability to stop visitors from entering?
- a. Can receptionists instantly lock the front doors electronically with the push of a button, or must they run to the door with a key?
  - b. Can a visitor speak through an intercom before being allowed into the building, or must the receptionist talk to them directly through the door?
  - c. Once the visitor enters the lobby, what stops them from continuing into the rest of the school? Is there a second set of locked doors? Do they need to be buzzed through?
5. How well can people see what's going on inside the school? Some school designs incorporate many niches, cul-de-sacs, or other features that can hide undesirable behavior. Office configuration and the installation of internal windows can make internal surveillance much easier.
6. Are there identifiable or predictable trouble spots or high risk locations?
- a. Where do fights occur? Are there environmental factors that contribute to the conflict? Cafeterias?
  - b. Are there rooms that are left unlocked or unattended, such as boiler rooms, closets, storage sheds, or classrooms?
  - c. Are there particular walls that attract graffiti? If so, what impedes surveillance of this location? Can lights or security cameras be installed here? Is the material used to construct the wall easy to spray paint? Is it difficult to clean?
  - d. Are there piles of cigarette butts at certain locations?
  - e. Does bullying get reported in particular bathrooms or locker areas?
  - f. Ask bullying victims, "Do you avoid certain locations at school, and if so, why?"
  - g. Where do most accidental injuries occur?
7. Do staff members have immediate lockdown and evacuation capabilities in classrooms and other locations?
- a. Can an emergency door or window exit be installed?
  - b. Are doors normally kept shut and locked?
  - c. Would the teacher need to step out into the hall with a key in order to lock the door during an emergency? Or can he / she simply pull the door shut?
  - d. Are there blinds on the windows to block the shooter's view during an emergency?