



The most secure school of the Netherlands

The most secure school of the NETHERLANDS



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preface

Erasmus, a famous educationist, put effort in improving the educational sector in the past. He did not only focus on the passing on of knowledge, but moreover on the teaching of good manners. His vision was that an adequate upbringing was necessary to become decent citizens, as well as in school as at home.

Erasmus was very precise in his documents on upbringing and education. Common educational methods of the 16th century were force and punishment. Erasmus detested these learning methods. The child should not develop an aversion towards learning, according to him. He tried to convince society to choose subject material that was in line with the interests of the child and to offer this in a playful way.

In the year 2010 the government is convinced that safety is a required condition for education of good quality. Educational institutions have a social responsibility to warrant the actual safety, as well as the perception of safety.

In the past years people started to accept that freedom of movement and violation of privacy had to be turned in, in exchange of more safety. Measures such as detection, camera's and preventative searching as a result. However these measures have also proven that they can be a disadvantage. Estrangement, reinforced unsafe feeling, continuous investments and deficiencies

on the exploitation budget are mostly the result. Freedom restricting measures are passing and will slowly lose a strong base. People do not want to be forced into safety barriers but feel the need for social cohesion and a safe design to be able to influence behavior and make an area safer. In the end this has a positive effect on the livability and quality of life in general, and the study joy in specific.

In the educational sector (un)safety has become one of the most important issues. Violations such as undesirable behavior, small crime, vandalism, incendiarism and molestation happen on a far too large scale. Moreover there is, unfortunately, even crime like sexual intimidation, drugs dealing, lover boys and even murder. Such incidents create fear with parents, teachers as well as students.

Looking at safety there are already a lot of positive developments going on. Through research, cooperation, creating plans, investments and giving information different parties try to improve the situation. Unfortunately there is lacking one overall methodology and way of thinking with which parties, from architect to the local government, can work together. Individually looking after ones interests will not bring us further, this requires working together or not do anything at all.

In the meantime the national discussion on safety in the educational sector continues and every time a serious incident happens, the call for hard measures such as detection gates, tough control, police supervision and heavy punishment becomes louder and louder. The educational sector can only offer resistance for so long against the societal, medial and political urging.

The consequence is that the educational sector, which is already suffering from budgets which are under pressure, will give in to the so called bunkering or target hardening in schools. This has influence on the accessibility and the costs will have a huge impact on the exploitation budget. All this while there is sufficient knowledge and experience at hand to, through a safe design and the right influencing of behavior, achieve the goals for an equal of even competitive cost level.

In the educational sector there is thought too much from a repression perspective. Erasmus was right in the 16th century about influencing behavior. The fact that the government wants to improve the quality of the educational sector starting with creating more safety is a logical step and we clearly agree on that.

We, as Cocoon risk management, are mainly working for wealthy, commercial companies. Still we initialized this project based on our knowledge and experience, to be able to fulfill a social role in this issue. Based on the study model which is presented in this book we have proven that it is possible to, through one integral way of thinking and working, reduce the risks and costs significantly.



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**problem
definition**



We have researched in which way, for the Vocational Education, both the physical safety as well as the feeling of safety can be sustainably improved, where there is mainly focus on a wide basis with organizations and institutions involved and their way of working and thinking.

Fading of norms

Who is/are responsible for setting the norms and values and who is/are responsible for the preservation of the norms and values?

Design and use

Is the design of educational buildings sufficiently matched to the (safe) use?

External pressure

Are there external influences on the safety policy within the educational sector?

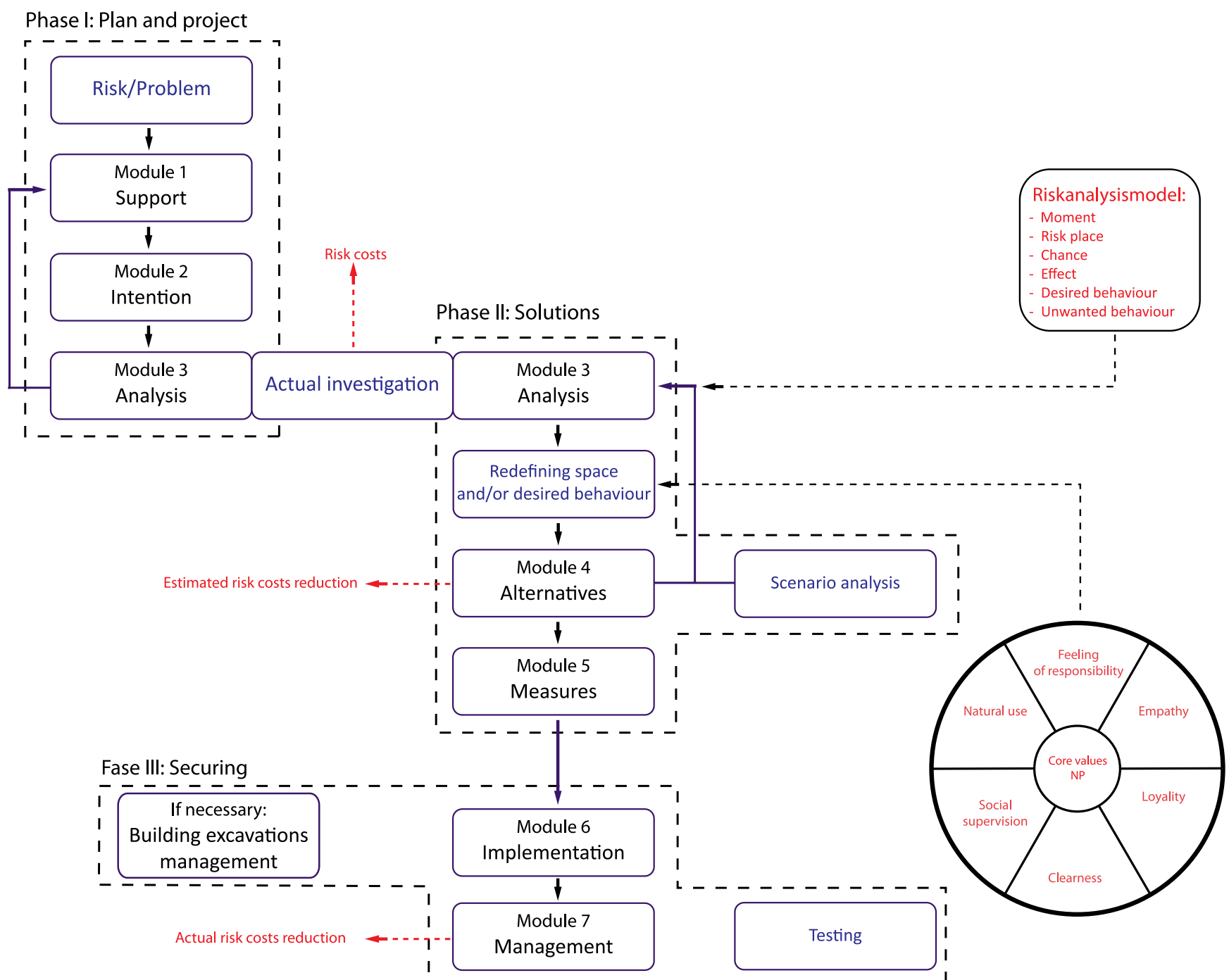
Research method

Do the current research methods offer sufficient insight to be able to estimate the chance on an incident?

Cooperation form

Are the current forms of cooperation between the different actors sufficiently effective to avoid unsafe situations effectively?

working method



For the execution of this project there is chosen for the use of an existing instrument. In our journey of finding the most suitable working method we continuously came back to the Safety Effect Report (SER). The SER is developed by order of the Dutch Ministry of Home Affairs, to give insight in the safety risks of public- and building plans.

As an instrument the SER focuses on the cooperation process. It works by carrying out a structured safety dialogue between public and private parties which are involved in a project. The methodology brings the safety partners to the table and makes sure that every party involved can take their common responsibility. The higher goal is to make safety part of the decision making process on time.

However the current version of the SER is, to our opinion, not yet complete. We mostly miss a risk analyzing model and a joint way of thinking in formulating the architectural and organizational solution. The SER should make participants think 'out of the box'. Eventually it is about defining the risks and formulating sustainable preventive solutions which are easy to reach for the desired culture. In this, reaching a favorable costs and needs balance is obviously a necessity.

In the first phase of the SER (plan and project) there is, after some orientation in the educational sector, a project group formed with internal advisors in the specializations design, integral safety, social safety and security management. Next to this WIAR became a partner to assist in designing the build environment and calculating the investment- and exploitation costs. Before putting together the project team, the safety problem was defined. In the existing SER the safety problem is defined at the end of the project, at the analysis. Because of this change it was possible to define a clear goal for the project group.

In the second phase of the SER (solutions) the risks within the Intermediate Vocational training were researched and analyzed. A further description on how this research is executed can be found in the chapter research and analysis.

The existing SER does not have a risk analysis methodology. This has been added in the SER+ and executed. Subsequently the risks are, in collaboration with the educational organizations, made comprehensible as far as possible looking at chance, negative effects and costs.

After the actual research was finalized, the redefinition of the area began, according to the core values of National Protection and the desired behavior.

By use of a scenario analysis different solution possibilities were presented. During the scenario analysis the estimated reduction of risk costs (benefit) were also made clear. The most obvious solutions are chosen and presented in this book. In this we realize that solutions in a fiction surrounding is always suboptimal and offer room for dialogue. In the end this is what we hope to achieve with this project.

Finally the SER has a third phase (securing). In this phase measures are implemented and given in control to the process- or area owners. In the SER+ we assume that the risks and costs will be tested periodically so that these can be compared to the actual costs from phase one and the estimated reduction of costs of phase two. This learns, after some time, to what degree the estimated results are feasible or not.

With this working method the possibility has been created to work accurately, well considered and calculated. The joint way of thinking has forced the participants to think creatively and in the interest of the general significance, instead of from their individual frame of reference.

research & analysis

To keep the project within realizable boundaries there is chosen to limit the research to finding solutions for only the largest problem areas within the educational sector. An extensive research into all risks in the educational sector would be very time-consuming. Next to this it would only be representative if not only directors would be involved but also students and teachers. The research is meant to be easily accessible and orienting, however it is sufficiently elaborate to prove whether the working method is successful or not. With this research a picture should be created on the safety problems within the Intermediate Vocational education.

Factual research

Interviews

There is chosen for a personal approach by having interviews with directors and managers from the Intermediate Vocational educations. Managers responsible for safety and general services of different educational organizations have been very open and honest when cooperating on this research. Together the people interviewed were responsible for 71.000 students, divided over 126 school buildings with a total surface of 390.000 m².

From the interviews it can be concluded that general areas (toilets, staircases/ hallways), outside areas (parking lots, cycle shed) and classrooms (practical classrooms, theory classrooms and learning gardens) were pointed out as most risk full areas. Within the general areas intimidation, bullying, order disturbance and drugs- and alcohol use are the most common risks. Outside areas showed different risks, such as noise nuisance, left about garbage, drugs use, lover boys, graffiti and molestation. Finally it seems that within classrooms verbal abuse (name calling and threatening), bullying,

order disturbance and theft are the problems.

A relevant, not area related, conclusion was that Intermediate Vocational educations on average spend 42% of their safety budget on technology and signaling. 66% of all respondents indicates that they are not (yet) satisfied with the current security measures. Following this, 71% indicates to maintain its budget and to invest in the same measures again coming years.

The research also shows that educational organizations encounter difficulties from cultural changes. The organizations have difficulties when located in problem districts and the street culture amongst the youth.

Finally it seemed that, despite the obliged registrations, far from all incidents are reported. The main reason that was indicated for this is that a lot of undesired behavior is seen as normal and not as an (almost) incident. Besides this some, including teachers, do not feel called upon to report less severe incidents.

Literature research

During the studying of existing research it stood out that the results on the feeling of safety were continuously based on the impression of the day.

The feeling of safety is mostly measured by asking respondents directly about it. These researches are kept every year, because of which a trend can be seen. Still the question whether somebody feels safe or not can be misleading. For it is known that one's feeling of safety reduces after a serious incident and increases at a relatively quiet time.

It is more useful to investigate the chance for an incident to occur. This because of the motivation of individuals to literally arm oneself against that unsafe feeling. Questions like; 'Do you carry a weapon' or 'Do you feel the necessity to go and carry a weapon' are far more relevant and show, at a increasing trend, directly the increase of the risk. However researchers do need to be aware of the fact that a student with a weapon will most likely do feel safe.

Re-definition

The base of a well formed and safe design is determining the desired use of the area and desired behavior of groups. The fact that a cycle shed is unsafe, is because more activities take place there than is strictly intended. When a cycle shed is reduced to only storing bicycles again, there will be a reduced chance on for example drugs – and alcohol use.

All areas concerned are, together with the staff employees of the educational organizations and some specialists, mapped out all over again looking at desirable use and behavior. During this phase it became soon clear that current staff employees mostly do not have enough mandate to take on problems at the root (design). These employees are limited to implementing repressing means. This explains probably also the discomfort with the current investments and why it was not possible for them to make another policy for next years.

Alternatives and final design

Based on the desired use and behavior of the area there has been a brainstorm with a large group of specialists on possible solutions. There is wittingly chosen to involve psychologists, educational experts, building experts and CPTED experts instead of security managers. The goal was to think of sustainable solutions which fit in the culture of the educational sector and the basic principles of Natural Protection.

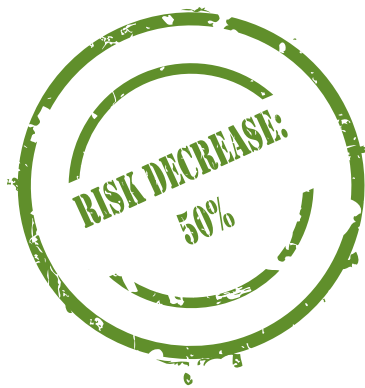
It stood out right away that different experts, even in groups with over ten persons, jointly came to very good solutions. This was mainly because of the thinking method that was introduced for this phase.

The surprising outcome was the large amount of solution possibilities that were formulated, all aimed at reducing the risks. The solutions were processed into different scenario's and subsequently the risk- and cost reduction is determined. The most beneficial scenario's have been elaborated into a final design and once more submitted to a small group of experts.

On the next pages an elaborated casus of the outside area, the classrooms, the toilets and behavior including norms and values can be found.

outside area





General

From the interviews it can be concluded that there is an upcoming urge to avert school buildings from residential areas. Current school campus are build at the outskirts of a city, which makes them look desolate outside school times. Traffic flows cross each other and the desirable use of this (semi) public area is not defined. Cycle sheds seem to be the ideal location for youth to hang about because of the roof, this is therefore a location where the most nuisance and crime is concentrated. Mostly the outside area's are monitored with the use of camera's to be able to, afterwards, investigate what exactly happened in case of an incident. Schools also hire security services to supervise the area. Obviously this are repressive and expensive measures. Our research shows that noise nuisance, trash, drugs and alcohol use and lover boys are held predictable as forms of crime. Most of these effects can be determined as medium sized risks. Lover boys, with the serious effects on the victims, is therefore an exception to this.

Risks

The parking lots, because of the lover boys and the trading of drugs, and the cycle sheds as a hang out location are significant risk areas. The involvement of the surrounding with the school and

visa versa is minimal and the contact is limited to discussing the

problems. In the design of the safest school different functions of the neighborhood and the school are combined. We have designed the cycle shed in such a way that it is only for that purpose usable. The problem with the lover boys will be set about by separating traffic flows (cars and pedestrians). These measures will reduce the mentioned risks with almost 50%.

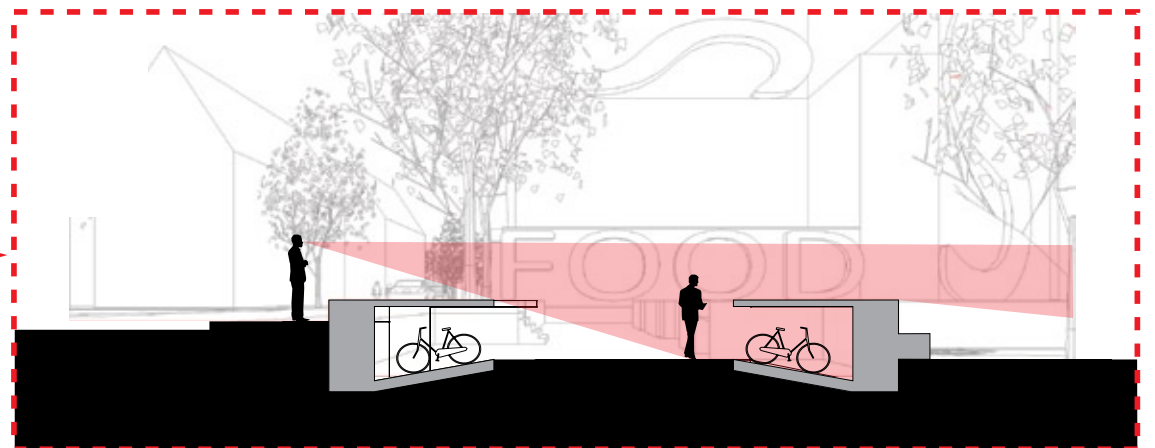
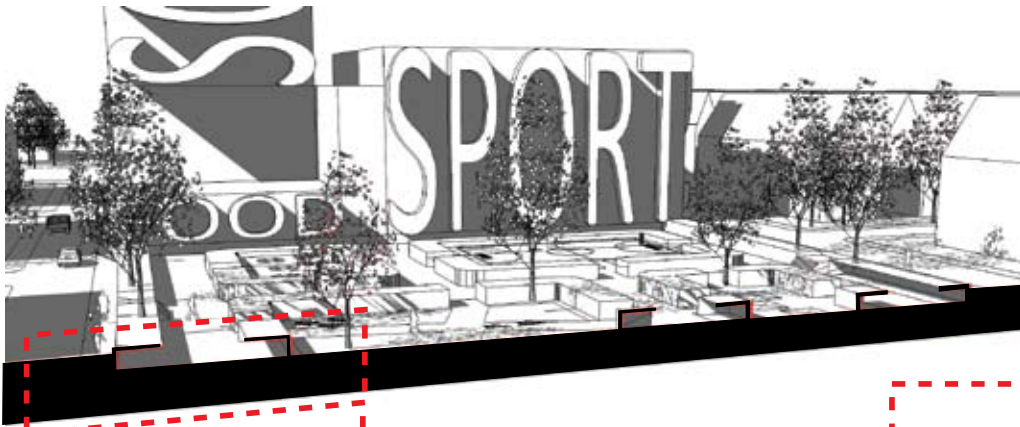
Costs

When involving the residents of the neighborhood in the school, a form of prevention will arise during the hours that the building is not in use as a school. A larger feeling of involvement will lead to the reduce of vandalism and the accompanied costs. By making the outside area of the school available to the school as well as the neighborhood a form of concern, more effective use of the space and a spreading of costs will originate

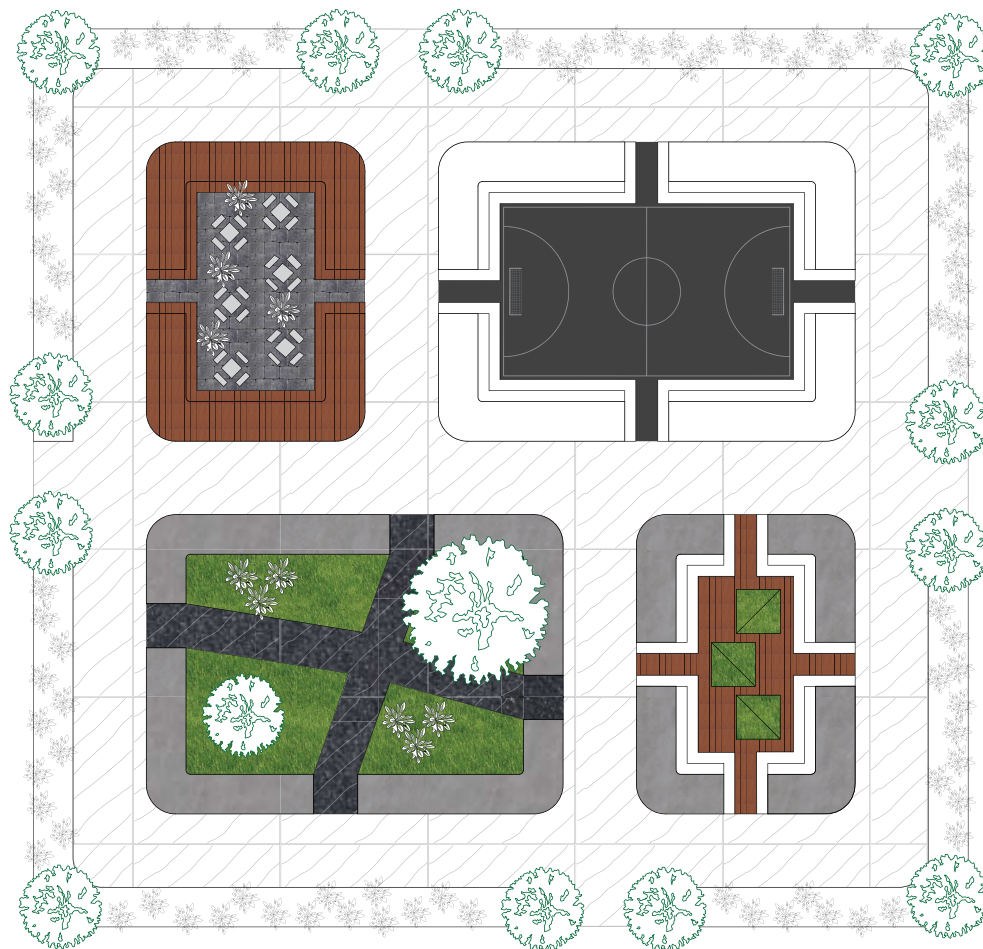
The profit will eventually be in making the general and technical services exploitable such as the restaurant, bicycle repair, rental of sport accommodation and meeting and conference space. The yearly profit is estimated at €30.000.



When making the multifunctional leisure parks there is efficiently made use of the (semi) public space. The cycle shed is integrated in the area of stay and with preference on the outer side of the area so that a separation between different traffic flows comes into existence. The complete height of the shed is 1.40 meter so that people can not sojourn in it. Another advantage of this is that clear sightlines keep existing from other locations in the area as well as the surrounding houses. Nuisance of sound is also reduced while the sound will be discharged upwards through the walls.



The multifunctional leisure parks are built up from different architectural modules which can be joint together and through which the cycle shed will form a frame work for the area of stay. The dimensions and composition can be freely put together, according to the desirable function and available space. Traffic areas for pedestrians and bikers will automatically be separated and activities of the inside area can be linked to activities within the building.



For example an outside sports field combined with the sport hall, the terrace of the restaurant and the library with the park. Because of this the ownership will be stimulated and the feeling of involvement of the neighborhood with the school, and visa versa, will be optimized.





By preventing parking and stop areas of cars directly around the school, the risk of drug dealers and lover boys will be reduced. The involvement of the neighborhood can be optimized by offering a restaurant-, sport- library and bicycle repair service from the school. This form of exploitation will, opposed to the current situation, generate financial means for the school.

By integrating the school area with a neighborhood park a multifunctional area is created, which through the difference in height shows a natural separation with the other functions.



classroom





General

The time that classrooms were set up in a classical setting, where the teacher was an authority seem to be far away. Independent and project based learning have been introduced instead. However this freedom can never have the consequence that norms and values, or in other words decent behavior, will cease to exist right?

Students, especially from the primary to the intermediate level, still have the need for guidance and order. The current learning method requests areas which are well tuned for their form of use and where norms and values count and can be maintained.

However, somebody needs to be responsible for the guidance, controlling and maintaining of rules and regulations.

Practical classrooms, theory classrooms, sports halls and 'learning gardens', all have in common that there is a large chance on verbal violence (name calling and threatening), bullying and general disturbance of order. Even theft and molestations are problems which occur often. The consequences are significant and have enormous impact on the learning climate in the educational building.

Risks

The behavioral problems are not only aggravating for the teacher, but moreover also for the other students, which can have a huge amount of inconvenience because of it. A part of them will however eventually even take over the bad behavior.



Looking at the classrooms there is chosen to redefine and redesign the traditional classrooms and 'learning gardens'. Apart from that there is created another name for the 'learning gardens', whilst this name is highly unfavorable because learning and a garden have a different association. The new name fits the goal of the area and the street culture of the students. LetStudYo!©. Also the teacher will have an important role in this.

The newest design and the taken measures will reduce the mentioned risks up to 25%.

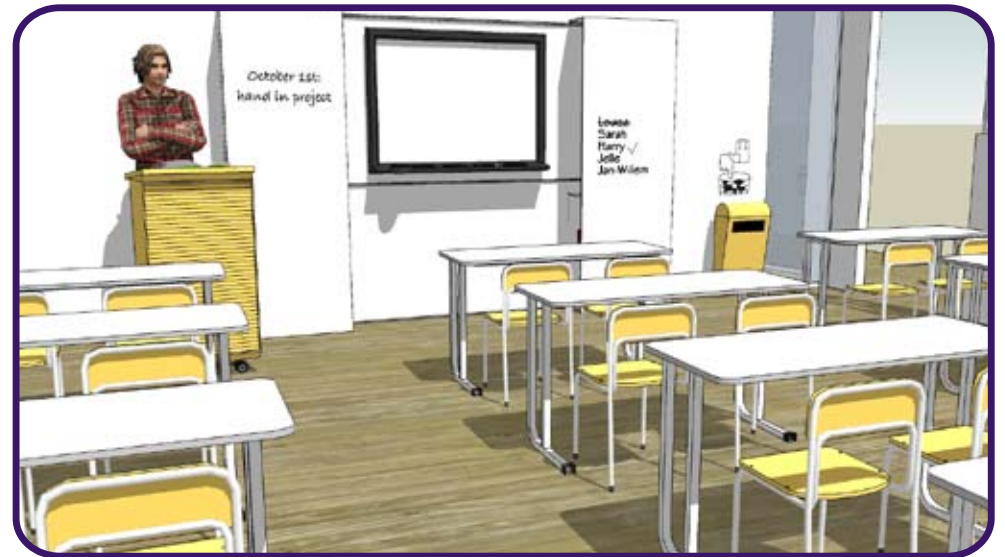
Costs

Inefficient arranged and furnished educational buildings and wrong use of areas are the cause of a non optimal occupation degree. A conversation between a teacher and a student in a classroom with 24 tables and chairs to facilitate a project group is not efficient, and this can be improved. Theft- and vandalism prevention of computer- and presentation equipment is not hard anymore nowadays, however it does prevent a lot of inconvenience and unnecessary costs of purchasing new equipment.

Exclusively the efficient use of the area will gain a saving of space of 10 - 20%. For a school building of 30.000 m² this approximately comes down to a saving of €300.000 per year.

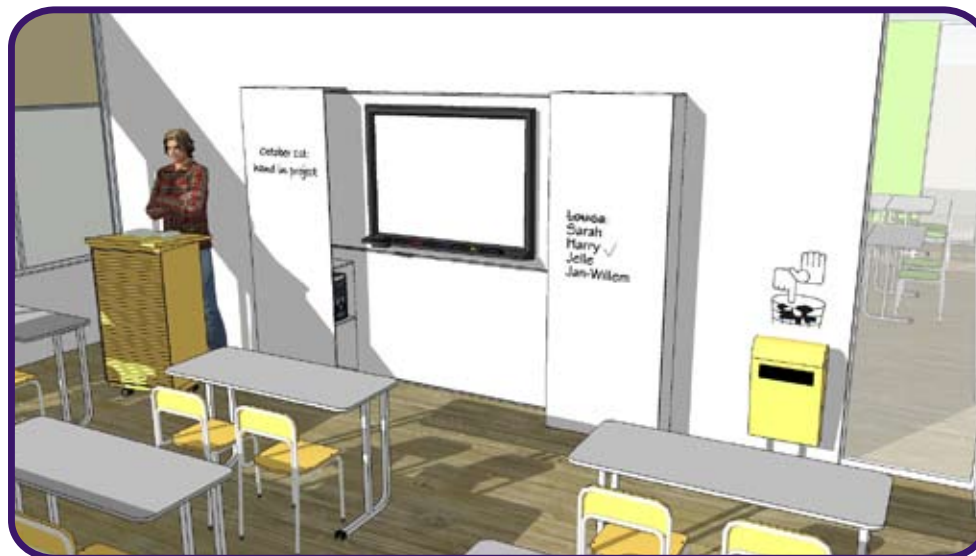


The classroom is defined as a traditional classroom where they teach and where examinations can take place. The connection between the classroom and the hallway mainly exists from glass. From the hallway there is a clear view on the classroom, however because of the window back the concentration of the student sitting in a chair will not be disturbed. A large amount of social control to both sides works here.



In the classroom there is a minimum of storage space, and the space available can be locked (in the escritoire, or writing table, and the cabinet of the Smart board). The cabinet of the Smart board is burglary proof, meaning that with simple equipment enough delay time is created. This measure mostly, next to order and neatness, provides theft and vandalism prevention.

The responsible teacher for this classroom has the keys to all cabinets in the room. Herewith we achieve a high level of responsibility and involvement of the teacher.



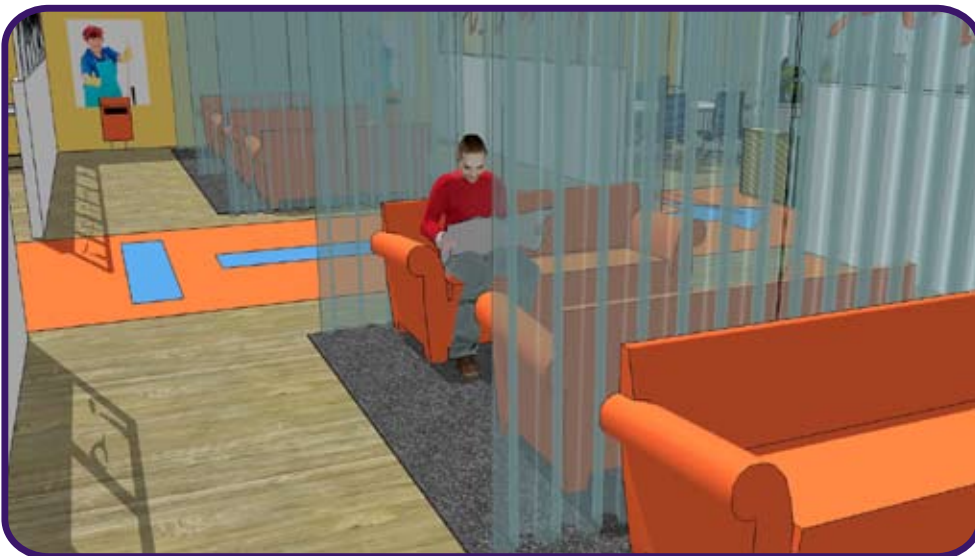
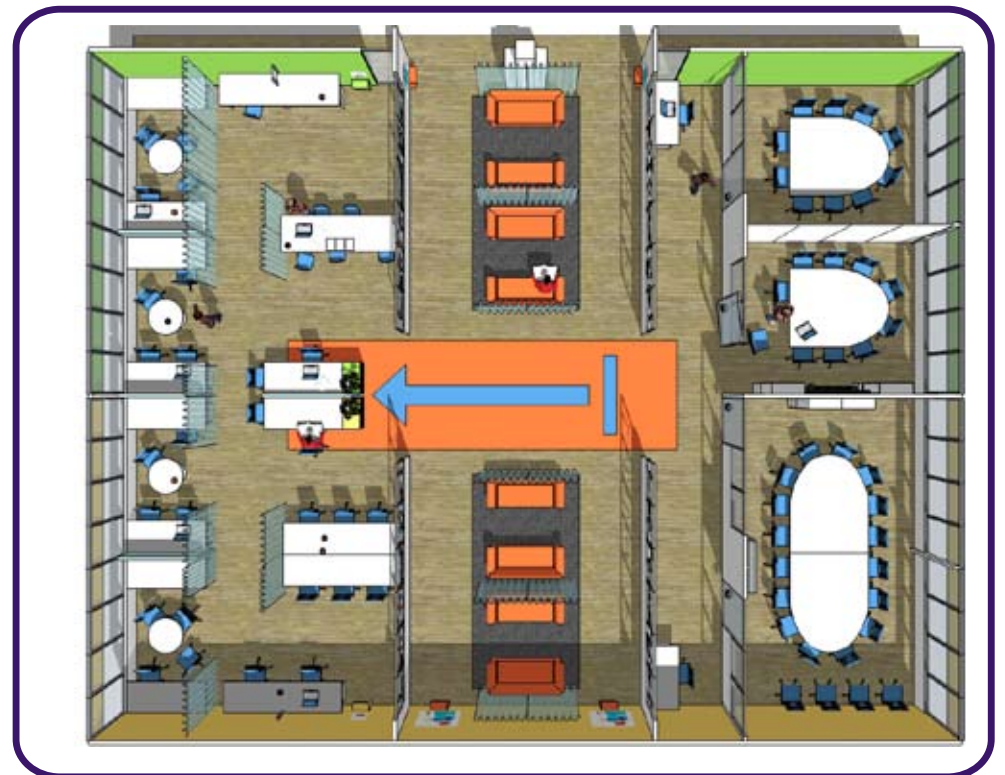
The teacher can, because of the need or the teaching method, have an active or passive role. The escritoire is in front of the class and gives the possibility to teach standing. This position gives him authority in a natural way opposing the sitting students. Because of the control panel in the escritoire the teacher can use the Smart board more optimal.

For the execution of a silent assignment or for exams, the teacher will take place behind the students on a desk. From this position he has a good overview over the students and the students will not be distracted.

LetStudYo©

This area is an improved version of what is usually called the 'learning gardens'. The teacher is responsible for the use and has the keys to the area. By letting the teacher be prominently present, this is clear to everybody. It is a surrounding where students can work flexibly, can do research, can have meetings and work on assignments alone or with a group. Eating and drinking is not allowed.

The name 'learning garden' gave the association of learning and relaxation (garden), this is confusing and does not describe the desired use of the area. LetStudYo© immediately gives the association of studying together. A recognizable and inspiring name in the language of students nowadays and it clearly shows the desired use of the area.



Molestation and theft will be reduced to a maximum when all students are provided with their own laptop. Because of this, attractive goods disappear which cause permanent damage. Students are now responsible (financially) themselves for the computer equipment and because of this they will take better care of it. Ownership is an important step in the decentralization of responsibilities.

The project working areas are constantly build up from 4 chairs which can turn to a round meeting table or to a place where the laptop can be placed. This offers a very active position which reduces the amount of walking in the area.

In the center of the area are sofa's where students can meet or read. Finally the meeting rooms annex modern classrooms which can be adjusted in size by the flexible walls. Provided with a Smart board and oval tables.

The entire area has noise screens and there is maximum attention to the social supervision. There is no place to disappear in anonymity and it is completely clear which teacher has the responsibility. He is active in the project areas (educational counseling), semi active with regard to the sofa's (order and neatness) and passive in the meeting areas, unless he is guiding a group or teaching in there.



Traffic flows and use of space are clearly separated and unauthorized people stand out right away, because of this a high level of territoriality is achieved. The use of waste baskets is motivated with signing and norms and values. Programs and other information will be permanently communicated through the modern presentation means in the pillars.

toilets





General

The research shows that toilets are often experienced as dirty, unhygienic and badly maintained. It is no pleasant place to stay or to visit. In a toilet area people can easily withdraw themselves in anonymity and as a result of this some visitors feel unsafe while they feel all sorts of things could happen to them. Others feel free to do whatever they want, having the feeling to be unseen and relatively undisturbed.

Graffiti, molestation, intimidation, alcohol- and drugs use and general order disturbance are imaginable and have great consequences. Students feel unsafe, the maintenance costs are very high and a lot of incidents are, out of shame, not even reported.

Risks

Finding a toilet area in a building, permanent supervision on the problem area, correct use of the facility, optimal hygiene and a high level of maintenance are the key terms for improving the toilet area. In the design especially the chance on incidents has decreased significantly. This has resulted in an estimated risk reduction of 25%.



Costs

Toilet areas have a high impact on the budget of the department of general services. Water use, used goods, cleaning and maintenance are costs which can easily be reduced.

The research shows that a water free or water poor toilet can reduce the water use up to 46%. Cleaning- en maintenance costs will reduce when the area is less polluted. Sustainable and vandalism proof materials now look just as nice as traditional materials, however they require less maintenance. A cost reduction of 26% on the toilet area is definitely not unthinkable.



Being able to locate a toilet area is important, therefore there is clear and more prominent signing present than usually. The transparent washing area offers no possibility to stay there anonymously. The social supervision is complete when the surrounding public area has sufficient, so called, social eyes.

The chance on drawing on doors is minimized by the use of images. Graffiti is a form of undesired behavior but it can be legalized by providing a facility such as a chalk board. Maintenance

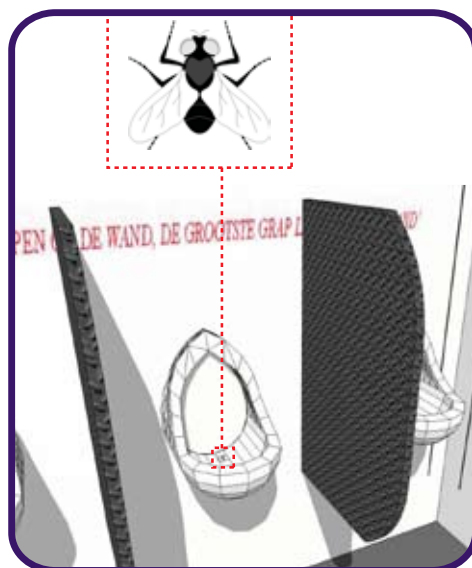
of this facility is minimal and it offers visitors a platform to express themselves.

The TV screen and the toilet motto's offer distraction and can be used as subliminal expressions to influence behavior in a positive way. Also the peeing fly is a form of signing through which the norms and values in a toilet area are clearly communicated. Privacy is only necessary on the toilet itself, but by making doors that do not touch the ceiling or floor there is again a form of control.



The toilet areas will have sustainable, maintenance poor materials with a high quality look and feel. By applying self cleaning toilet systems the hygiene is optimized and the cleaning and maintenance costs are limited. Reporting pollution and defects is (through the TV screens) stimulated so that cleaning- and repair activities can be executed right away. Herewith the so called 'broken window' effect is reduced.

By positioning the urinals in the right way the transparent area does not have to be a limitation to the privacy. The toilet area should be pleasant to stay in and lend itself less on destruction by order and neatness.



behaviour

General

Through time society changes and organizations should adjust to this, especially the educational sector is involved in change. New teaching methods, the way of teaching and a multicultural society are important factors in this change. There is a lot of complaint about the hardening of society and an aggressive attitude of students and parents towards teachers and directors.

The role of the students, and those of the parents, is often a point of discussion when it comes to safety. However also the role of the teacher is set as a point of discussion. In this research directors from the educational sector pointed out that teachers are no longer in control of the behavior of the students. Moreover, it was assumed that the teachers take over the behavior of the students. Teachers rather want to be 'one of the guys' than a police officer. To ask teachers to act as a maintainer or tutor is mostly a delegate issue and not accepted friendly. This responsibility is put with the parents of the student. This is not completely correct, whilst a large part of the students life is spent in school and this is where their frame of reference for the future is developed.

Being a teacher is not easy while every four years a complete new group of students arrives. Mostly this group is completely different than the previous one because they are changed by a developing society and are used to another street culture.

This research shows that there is a causal relation between the teacher, the student, the learning method and safety. Important questions are: Is the Intermediate student suited for the independent and project based learning method? Do the teacher and the student understand each other sufficiently and is the teacher capable of managing the student with the current learning method? That this situation eventually has a negative effect on safety seems obvious.

Luckily the norms and values debate had started again on a national level in the Netherlands since Prime Minister Balkenende started. However if this has led to an improvement of behavior and more understanding is still a question.

Everybody agrees that misbehavior should not be tolerated, though as it is asked what the norms and values are within the educational sector, there is no answer. In fact everywhere there are different norms and values, in school, at home, in a bar or in the cinema. It is therefore essential that these are clearly communicated.

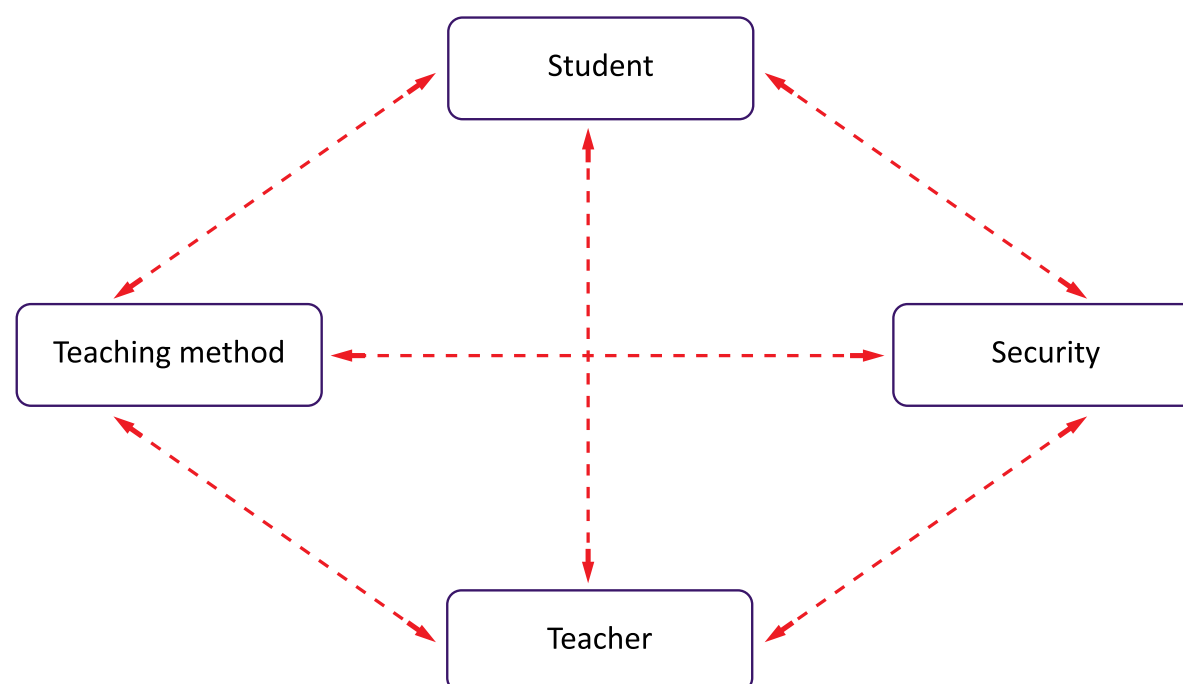
The question that should be asked is who is responsible for setting the norms and values in the educational sector. Subsequently these norms and values need to be communicated permanently and it should be clear who will be responsible for maintaining them. Nowadays this is most of the time a security service or the police and this does not have a preventative role.

At Disney a decentralized responsibility is integrated and the same core values are communicated to all employees, from high to low. The employees have the assignment to operate on a day to day basis according to the core values safety, politeness, show and efficiency. However not only the core values are of interest, also the order of rank. In the educational sector a similar core values system could be introduced. This will lead to understanding, decentralization of responsibilities and an optimized learning environment.

A teacher is responsible for being in time for his lessons. When he signals bullying behavior in a toilet area when being on his way to class he could ignore this.

However more ideal would be that he chooses to intervene in the bullying behavior and accept that this means that he might be late for class.

However it is important that the primary educational sector connects to this working method in the Intermediate vocational training, otherwise it will start with an arrears. Next to this the educational sector should do more to involve parents and the neighborhood in their activities. Only than a necessary bond can originate between tutors, teachers, students and parents.



acknowledgement

This study model would never have been achieved without the enormous effort of the authors, the cooperation of the educational sector and most of all the help of colleague professionals.

The authors were persistent which led to a result which was complete and finished within the deadline. A lot of research, extra working and meetings were needed. An endless number of sketches did not reach the final phase, however the motivation has always stayed at its maximum.

The educational sector was very open to us about the places that formed a risk and type of risks and have given us insight into the current culture, the educational system and the behavior of the students as well as the teachers.

Our fellow professionals have, completely selflessly, spend their valuable time with us to brainstorm together about the possible solutions looking at the norms and values, behavior and architectural design.

Together we have proven that the right thinking and working method, addressing norms and values and a creative design will lead to a decrease of risks and costs and will create a more appealing learning environment.

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checklist

Based on this report organizations can already get started. It is advised to make use of the following points of interest:

- ☐ General ☐ Natural entrance control ☐ Ownership ☐ Natural surveillance
- ☐ Are norms and values defined and will these, including the penalties when breaking them, be clearly and permanently communicated?
- ☐ Is there a registration of incidents which is linked to a follow up system?
- ☐ Are the building, the educational method, the student and the teacher all tuned to each other optimally?
- ☐ Are safety and culture placed above performance and efficiency?
- ☐ Is the design based on a combination of look and feel, sustainability and easy maintenance?
- ☐ Periodically measure the risks and effectiveness of the taken measures from the SER.
- ☐ Does every area have a clear function and is the desirable use and behavior per area defined?
- ☐ Make sure that different types of traffic flows do not cross each other.
- ☐ Make sure that visitors, by means of signing and routing, know how to find their way outside and inside the complex.
- ☐ Minimize the number of entrances to what is certainly necessary.
- ☐ Tune the outside lightning to the desired use of that area.
- ☐ Make sure that there is a clear separation between areas with different functions.
- ☐ Make sure that people whom are responsible for an area have a prominent place in the area and that they have overview over the entrances.

- ☐ Is the relation between the neighborhood, the school, parents and children optimally tuned at each other?
- ☐ Are students, teachers and staff involved to a maximum with the school and do they feel responsible for the area and the means they have in use.

- ☐ Make sure that responsibilities are as much as possible decentralized to the staff, teachers and students.
- ☐ Make sure that everyone can be proud of their school.

- ☐ Make sure that there is active social control from a safe area to a potentially unsafe area.
- ☐ Is the area designed in such a way that the sightlines prevent intruders and other criminals to roam free.
- ☐ Limit the possibilities to disappear into anonymity.
- ☐ Make sure that there is always sufficient formal control.

This checklist is not limited but only guiding. Every situation is different and requires a specific way of working. In the end, when stimulating safety, it is mostly about the way of thinking and working.

initiative & realisation



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Workplace Performance

For more information about the project 'the most secure school of the Netherlands', the working method or to order a copy of this book we kindly request you to contact Cocoon risk management. Next to this Cocoon risk management provides lectures about the project.

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