PD CEN/TS 14383-6:2022

BSI Standards Publication

Prevention of crime — Urban planning and building design

Part 6: Schools and educational institutions

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The UK participation in its preparation was entrusted to Technical Committee B/562, Security of buildings.

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Published by BSI Standards Limited 2022

ISBN 978 0 539 16049 9

ICS 13.310; 91.020; 91.120.99

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This Published Document was published under the authority of the Standards Policy and Strategy Committee on 30 September 2022.

Amendments/corrigenda issued since publication

Date	Text affected

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TECHNICAL SPECIFICATION

SPÉCIFICATION TECHNIQUE

TECHNISCHE SPEZIFIKATION

CEN/TS 14383-6

July 2022

ICS 13.310; 91.020; 91.120.99

English Version

Prevention of crime - Urban planning and building design - Part 6: Schools and educational institutions

Vorbeugende Kriminalitätsbekämpfung - Stadt- und Gebäudeplanung - Teil 6: Schulen

This Technical Specification (CEN/TS) was approved by CEN on 6 June 2022 for provisional application.

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European foreword

This document (CEN/TS 14383-6:2022) has been prepared by Technical Committee CEN/TC 325 “Crime prevention though building, facility and area design”, the secretariat of which is held by UNMZ.

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EN 14383 / CEN/TS 14383 consists of the following parts, under the general title *Prevention of crime - Urban planning and building design*:

— Part 1: *Definition of specific terms*

— Part 2: *Urban planning*

— Part 3: *Dwellings*

— Part 4: *Shops and offices*

— Part 5: *Petrol stations*

— Part 6: *Schools and educational institutions*

— Part 7: *Public transport facilities*

— Part 8: *Attacks with vehicles*

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Introduction

While considering measures aimed at 'reduction of risk of crime and antisocial behaviour in schools and educational institutions (schools), one of the most important tasks is risk management. High-quality risk management when planning, implementing and using schools and educational institutions depends on risk management system and its process risk assessment. A scope of security measures of physical protection design and implementation should be taken in order to reduce the risk.

The causes of crime and antisocial behaviour have been researched for many years. There are many factors that can influence the possibility of an offence being committed or not. Certain factors, for example socio-economic conditions, are beyond the scope of this document. A common factor of all the measures is the fact that it is difficult to limit unauthorized entry into a school building.

Most of crimes are committed because perpetrators use opportunities in schools such as easy access, hiding places, absence of demarcation between public and private spaces, poor lighting and/or favourable landscaping or architectural solution. By understanding the motivation of potential offenders and counterbalancing it by risk assessment, specific physical security measures combined with real or symbolic design elements with risk management, this document aims to assist designers, planners, estate managers and stakeholders in crime prevention.

It helps to have a good understanding of technical recommendations, technical standards, laws and regulations summarized in one document necessary for schools and educational institutions to implement often neglected conceptual solutions of schools' crime prevention in early stage planning.

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1 Scope

This document gives guidance and recommendations for reducing the crime risk and antisocial behaviour against people and property in schools through planning and design stage by preventative risk management.

This document is usable for public and private schools and educational institutions. This document can be used particularly but not exclusively for the security risks. Proposal and implementation of crime prevention measures work with risk management. It is essential to consider changing social and cultural unwished behaviours in school and educational premises with preventive risk management.

This document is not addressed to universities. However, it can be used as methodology for crime prevention and risk management as well as to ensure the level of physical protection in universities as well.

2 Normative references

The following documents are referred to in the text in such a way that some or all of their content constitutes requirements of this document. For dated references, only the edition cited applies. For undated references, the latest edition of the referenced document (including any amendments) applies.

EN 14383-1:2006, *Prevention of crime - Urban planning and building design - Part 1: Definition of specific terms*

3 Terms and definitions

For the purposes of this document, the terms and definitions of EN 14383-1:2006 and the following apply.

ISO and IEC maintain terminological databases for use in standardization at the following addresses:

— ISO Online browsing platform: available at https://www.iso.org/obp

— IEC Electropedia: available at http://www.electropedia.org/

3.1
asset
anything that has value to an organization

Note 1 to entry: Assets include but are not limited to human, physical, information, intangible and environmental resources.

3.2
risk analysis
identification and evaluation of crime threats

[SOURCE: EN 14383-1:2006, 3.32]

3.3
secure area
mechanically and/or electronically enclosed area protected for safety and/or security purposes

[SOURCE: EN 14383-1:2006, 3.38]

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3.4
security measures of physical protection
system of technical, technological and regime measures resulting in object/property protection, to prevent crime and security threats and in case an event happens, to mitigate its consequences

3.5
physical protection
system of technical and regime measures for the protection of persons against security threats resulting from unauthorized activities within or with regards the property

3.6
physical security
security services performed by school staff and/or security staff (guards)

3.7
threat
individual or a group with motivation and capability for intentional act that cause harm to people or loss of asset

3.8
location
territory with a particular appearance, part of a geographical area

3.9
risk management
coordinated activities resulting from risk assessment processes to deal with crime risks

[SOURCE: ISO 31000:2018, 3.2, modified]

3.10
local circumstances
conditions characteristic of a particular location, such as: terrain, accessibility, urban concentration, security situation, etc.

3.11
consequence
outcome of an event

[SOURCE: ISO 31000:2018, 3.6, modified]

3.12
penetration test
practical test of security measures functionality regarding access denial/control systems

3.13
perimetric space
space in close vicinity of the building (from the boundary to the building envelope – including the accesses)

[SOURCE: EN 14383-1:2006, 3.27]

3.14
building envelope
outer walls with openings, i.e. doors and windows

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3.15
risk assessment
categorization of risks and measures including evaluation of their likelihood

3.16
regime measures
set of binding and clearly defined internal rules, instructions, orders and procedures to asset regime and security measures

Note 1 to entry: Regime measures provide links between security measures and objects users.

3.17
risk
probability of occurrence of an unwanted event and its consequences

Note 1 to entry: Risk is also considered in terms of effect of uncertainty on objectives.

3.18
scenario
assumed set of conditions and/or events of how a threat may achieve its objective

3.19
system of technical protection
technical system supplying prevention measures, installed as a part of physical protection of buildings

3.20
exterior space
land and neighbourhood around school property (streets, buildings, trees, vegetation, etc.)

3.21
internal space
zone located inside a building

[SOURCE: EN 14383-1:2006, 3.47]

EXAMPLES Corridors, classrooms, offices, gyms, etc.

3.22
vulnerability
weakness resulting in susceptibility to a threat

3.23
crime risk
likelihood of becoming a victim of something unlawful, thread, harmful or loss

3.24
antisocial behaviour
anti-social behaviours are actions that harm or lack consideration for the well-being of others

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3.25
crime
unlawful act, punishable by a state or authority, which may be harmful not only to some individual but also to community, society, or the state

Note 1 to entry: This definition is used for purpose of crime analysis and planning of preventive measures in the context of European standardization. It does not contradict statutory provisions in national laws.

3.26
security audit
physical on-site control by audit of security measures, their functionality, efficiency and compatibility

4 Abbreviations

CCTV	Closed Circuit Television
ARC and MARC	Monitoring and Alarm Receiving Centre
MBE	Mechanical Barrier Equipment
MBS	Mechanical Barrier Systems
FPS	Design of Fire Safety Protection
ASES	Alarm Security and Emergency System
FDAS	Fire Detection and Fire Alarm Systems
SGMK	System of General and Main Key
EACS	Electronic Access Control Systems
TPS	Technical Protection System

5 Objectives and methodology

5.1 Objectives

The objective of this document is to embrace preventive risk management possibly occurring in schools and educational institutions providing fundamentals and design proposals for reducing risk and antisocial behaviour.

The main goal is to provide advice and ways of implementation of security measures based on risk management in schools and educational institutions.

5.2 Methodology and goals

Risk management is the fundament for creating a strategy of crime prevention. Figure 1 shows the process of risk management according to ISO 31000:2018. In each box of Figure 1 you can find a reference, the clause number of this document, which provides guidance for the context of crime prevention in schools and educational facilities.

The risk management process consists of the following steps:

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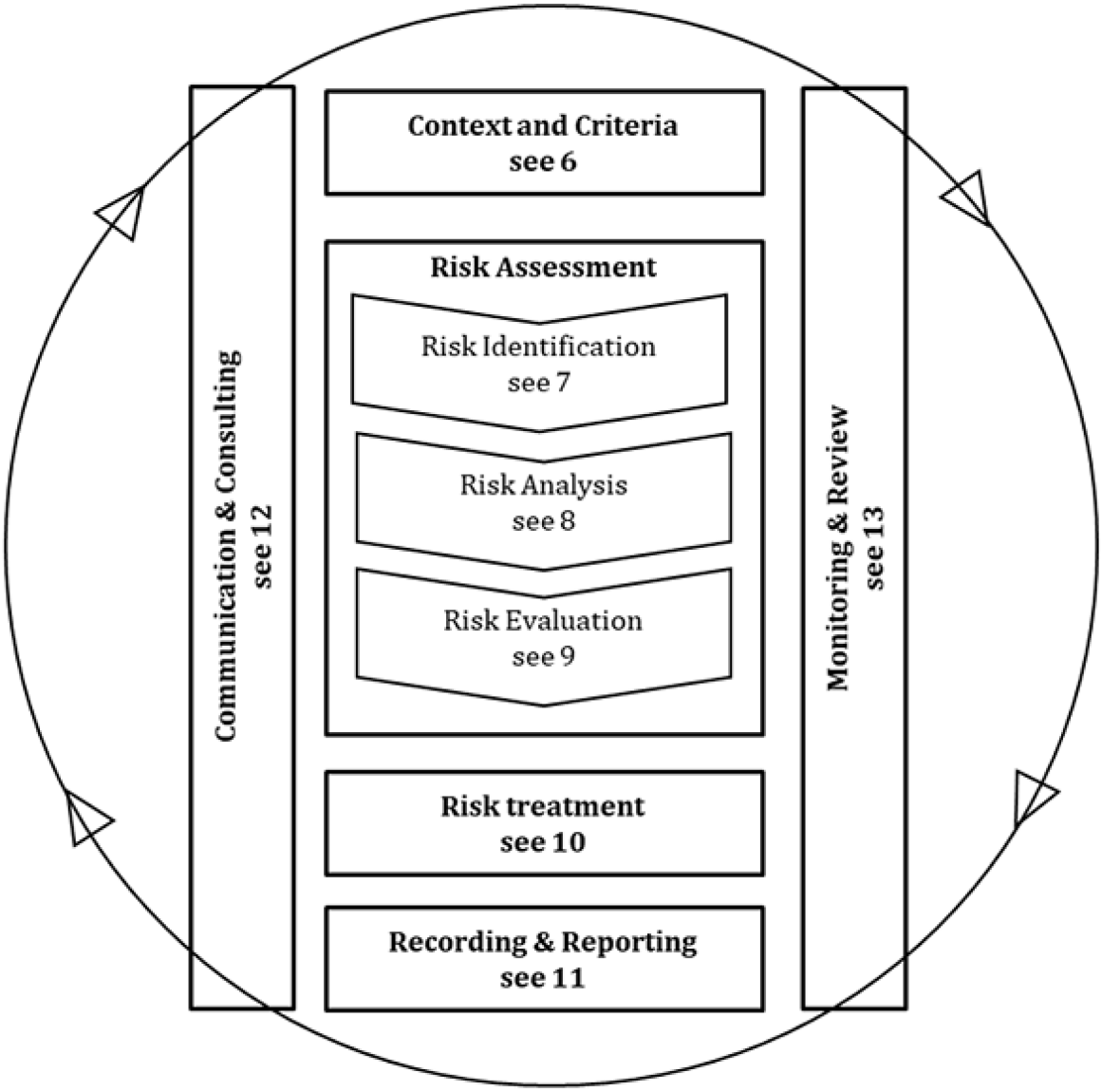

Figure 1 — Process of risk management with references to the related clauses of this document

NOTE Please find Risk Analysis for crime prevention in schools in Clause 8 of this document.

Risk assessment is the overall process of risk identification, risk analysis and risk evaluation. Risk assessment is an important tool to comprehend risks, their sources, vulnerabilities, and their consequences. It is necessary for the next process of security measures implementation.

Before the effective strategy is developed, all risk factors arising from the matters of security should be taken into consideration.

A potential aggressor is motivated by an asset. The asset is characterized by certain vulnerability towards the threat. Furthermore, the asset is protected by security measures against effects of active threats. Selected security precautions discourage / prevent the threat from activation. In order to gain access to the asset, the threat has a direct impact on the asset or the security precautions. For the threat impact, activation is needed first. The activation requires resources – special conditions.

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Not only local factors should be considered preferably in order to determine the level of risk. To identify type of reported crimes it is recommended to make crime assessment, including information such as who are the victims and where and when previous events occurred.

Moreover, it is important to identify factors influencing opportunities for a crime in school area.

5.3 Roles and responsibilities

Establishment of the roles and responsibilities of each participant on a building project proposal in a stage of construction and security management.

Regardless of the project type (construction, reconstruction or adaptation and repair of buildings) it is recommended to define organization responsible for security. Stakeholders and organisations who are involved in crime prevention include:

— School participants (teaching staff, staff responsible for education and health, administrative and technical staff, students and legal representatives of pupils and students);

— External partners from central and local government entities (representatives of state police, local authorities, social workers etc.);

— External partners from private sector (e.g. service providers).

In accordance with this document, founders of schools should be responsible for school development conception and strategy. Security conception and security policy are the most relevant documents.

Directors of schools and other educational staff of the institution must ensure processing of the security documentation. In particular, risk assessment, together with other documents relating to the issue of regime and organisational measures in schools. Staff in educational institutions is required to comply with security measures, including requirement to report any non-conformity in realization of security measures.

External partners from both, private sector and government authorities shall contribute to compliance with security measures. External partners ensuring physical protection are required to be involved in processing of internal documents.

6 Context and Criteria

6.1 Establishing the context

6.1.1 General

The most important processes of risk management are establishing the context and defining parameters for risk management. Defining the external and internal context, risk criteria and perimeter is essential for the risk management policy. Together with establishing the context, aim of risk assessment should be formulated. Integral part of the establishing is defining risk management objectives.

6.1.2 Establishing the external context

Establishing the external context includes understanding the surrounding environment, in particular:

— Cultural, political, social and legal environment, whether national, regional or local.

— Key influences and trends of security impact on school.

— Perception and values of external stakeholders.

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6.1.3 Establishing the internal context

Establishing the internal context includes, in particular:

— Information flows and decision-making processes.

— Internal stakeholders.

— Objectives and the strategies that are in the place to achieve.

— Policies and processes.

— Standards, guidelines and documents by schools.

— Structure (e.g. management, roles and responsibilities).

6.1.4 Establishing the context of the risk management process

Establishing the context of the risk management processes, particular decisions:

— Defining the goals and objectives of the risk management.

— Defining responsibility within the process and parts of risk management.

— Defining the scope of the risk management activities.

— Defining risk criteria.

— Defining the way performance and effectiveness is evaluated in the risk management.

6.2 Defining risk criteria

The above-mentioned section about establishing the context does not need to be final as other possible parameters which could be present. Establishing the context should follow EN 31010 “Risk management - Risk assessment techniques”.

— The nature and types of cause and consequences that should be included in risk management.

— How the likelihood of an event / incident will be defined.

— Defining consequences.

— Defining risk level.

— Criteria.

7 Risk identification

7.1 General

The initial activity to process risk evaluation is risk identification. Risk identification is the overall process of finding, recognizing and describing risks. In this process, two tasks are conducted:

— Risk identification and categorization; and

— Asset identification and categorization.

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