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Creating a security plan for Eira High School for Adults

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Creating a security plan for Eira High School for Adults

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The thesis is conducted for Eira High School for Adults as they needed a security plan for their new premises in Helsinki. The thesis includes the description of creating and developing the security plan, collecting data, the feedback from the customer, a description of the professional development, conclusion and findings. The project is conducted during the spring and autumn 2014.

Security plan is a document which includes the overall security planning of the target building or premises. It can replace an emergency plan which is a mandatory document regulated by Rescue Act 379/2011. Security plan is a strategic plan which includes security guidelines and security folders. The plan is based in risk assessment and identification and the purpose is to be prepared to the identified and assessed risks. In the security plan are introduced the main security risks as well as operational models to control and prevent those.

The research problem in the security plan for the Eira High School for Adults was have the school environment as safe and secure as possible to the employees as well as to the students and be prepared to as various situations as possible. With the security plan is prepared to as many of security problems as possible and by having quick reference guidelines to crisis, the personnel have short, simple and fast operating instructions for the most probable accidents and events.

During the thesis process could be learned and understand that private school have more resources than public school which can be seen in Eira High School for Adults for example having own personnel for security issues and having available more resources for the security. In private schools all of the information is not public which emphasises the importance of interviews of the personnel to have all needed information.

The security plan of Eira High School for adults includes contact information, instructions and guidelines for normal and emergency situations in the school, accident prevention, protecting of personnel and students, internal security screening, legislation table, training and implementation of the plan as well as guidelines from the matriculation examination board.

Keywords: Upper secondary school, adult education, security plan, risk, accident, crisis

Virolainen Niina

Turvallisuussuunnitelman luominen Eiran Aikuislukiolle

Vuosi	2014	Sivumäärä	32
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Opinnäytetyö on tehty Eiran Aikuislukiolle, sillä he tarvitsivat turvallisuussuunnitelman uusiin tiloihinsa Helsingissä. Opinnäytetyö sisältää kuvauksen turvallisuussuunnitelman luomisesta ja kehittämisestä, tiedon keräämisestä, palautteen asiakkaalta sekä kuvauksen saavutetusta ammatillisesta kehittymisestä, yhteenvedon ja löydökset. Projekti on toteutettu kevään ja syksyn 2014 aikana.

Turvallisuussuunnitelma on dokumentti, joka sisältää suunnitelman kohdetilojen tai rakennuksen yleisestä turvallisuudesta. Se voi korvata Pelastuslaissa 379/2011 määritellyn pelastussuunnitelman. Turvallisuussuunnitelma on strateginen suunnitelma joka sisältää turvallisuusohjeistuksen sekä turvallisuuskansion. Suunnitelma perustuu riskien arviointiin ja tunnistamiseen ja sen tarkoitus on varautua näihin arvioituihin ja tunnistettuihin riskeihin. Turvallisuussuunnitelmassa on esitelty tärkeimmät turvallisuuden riskit kuten myös toimintamalleja niiden hallitsemiseen ja estämiseen.

Eiran aikuislukion turvallisuussuunnitelman tutkimus ongelmana oli saada koulun toimintaympäristö niin turvalliseksi kuin mahdollista niin työntekijöille kuin opiskelijoillekin sekä varautua niin moniin erilaisiin tilanteisiin kuin mahdollista. Turvallisuussuunnitelmalla on pyritty varautumaan niin monenlaisiin turvallisuus ongelmiin kuin mahdollista ja kriisin pikaoppaan avulla henkilökunnalla on lyhyet, yksinkertaiset ja nopeat toimintaohjeet todennäköisimpien tapaturmien ja tapahtumien varalle.

Opinnäytetyö prosessin aikana saattoi oppia ja ymmärtää, että yksityisellä koululla on enemmän resursseja kuin julkisella koululla, mikä voidaan nähdä Eiran aikuislukiosta muun muassa omalla turvallisuus henkilöstöllä sekä turvallisuuteen käytettävissä olevilla suuremmilla resursseilla. Yksityisillä kouluilla myöskään kaikki tieto ei ole julkista, mikä korostaa henkilökunnan haastattelujen tärkeyttä jotta tarvittava tieto saadaan.

Eiran Aikuislukion turvallisuussuunnitelma sisältää yhteystietoja, ohjeita ja määräyksiä niin koulun normaali- kuin poikkeusoloihin, tapaturmien ehkäisyn, henkilökunnan ja oppilaiden suojelun, sisäisen turvallisuuden tarkastamisen, lainsäädäntö taulukon, suunnitelman koulutuksen ja täytäntöönpanon sekä ylioppilastutkintolautakunnan ohjeistuksia ja määräyksiä.

Avainsanat: Lukio, aikuiskoulutus, turvallisuussuunnitelma, riski, tapaturma, kriisi

Table of contents

1	Introduction	6
1.1	Background information.....	6
1.2	Theoretical background	7
1.3	The purpose and objective of the thesis.....	7
1.4	Key concepts	8
1.5	Private school’s funding	9
2	Data collection	10
2.1	Familiarising with the other premises plan.....	11
2.2	Interviews	12
2.3	Observation	12
2.4	Familiarising with the legislation.....	13
2.5	Other sources	15
3	Creating the security plan to Iso Roobertinkatu.....	15
3.1	Contact information	15
3.2	Emergency exits and evacuation routes	16
3.3	Assembly areas	17
3.4	Standard time security of the school	18
3.5	Emergency instructions	19
3.6	Internal security screening	20
3.7	Matriculation Examination Board guidelines	20
3.8	Evacuation training and implementation of the security plan	21
3.9	Translating the quick reference guidelines to crisis in English	22
4	Conclusion	23
	References	25
	Appendixes	28

1 Introduction

The thesis is conducted for Eira High School for Adults later as well mentioned as Eira. The security plan cannot be revealed as the customer wanted it to be only in their internal use due to that fact the thesis describes the process and phases of creating and developing the security plan for Eira High School for Adults new premises on Iso Roobertinkatu, Helsinki, collecting data, the feedback from the customer, a description of the professional development, conclusion and findings.

Eira High School for Adults, in Finnish Eiran aikuislukio, is a private school which has in total almost 2500 part and full-time students. It is one of the Finland's largest schools for adults and it offers lower and upper secondary curriculum which results to the Finnish matriculation examination. In addition to that Eira High School for Adults offers English teaching which leads to the AICE Diploma acknowledged by Cambridge University and basic education for adults in Finnish. The English courses are open to all students and each student has own goals which are validated by the personnel of Eira. (Eiran aikuislukio - Eira High School for Adults n.d)

1.1 Background information

The need for this thesis emerged when the school bought new premises from Iso Roobertinkatu, Helsinki and transferred old functions from Sturenkatu, Helsinki to the new premises. While transferring the functions, including for example basic education for adults, appeared a need for a security plan for the premises. According to Finnish legislation Data Bank Finlex, the Rescue Act 379/2011 requires that the owner of the building creates an emergency plan and as an owner of the premises Eira has the responsibility to create and maintain the emergency plan. Eira High School for Adults decided to have a security plan which includes more information than the emergency plan. The term security plan is defined on key concept paragraph. The building has as well other operators and apartments which have their own emergency plans, so the security plan includes only the Eira High School for Adults premises.

The security plan of Eira High School for Adults Iso Roobertinkatu premises includes basic information, standard time security in the High School, emergency instructions, training and implementation schedule as well as guidelines from Matriculation Examination Board for the new electronic matriculation examination and for the unusual situations during the examination, for example a fire. The table of contents of the security plan for Eira is attached as appendix 1.

1.2 Theoretical background

The thesis is a qualitative as the aim of the thesis has been collecting as much data to the security plan as possible. According to Lapan, Quartaroli and Riemer (2012, 69) in qualitative research is explored for example organisational characteristics and as a method to that can be used for instance data collection face-to-face, observation and interviews. The research can be completed with interviews persons who have needed experience about the topic and observation on the places where the research is carried out. In this case in the Eira High School for Adults security plan project the methods have been interviews, with the Occupational Health and Safety (OHS) Manager and the Service Manager, and observation which was carried out in the Iso Roobertinkatu premises as well as in the other premises in Laivurinkatu.

The phases of qualitative research include presenting the research question, selecting the theoretical model, deciding the methods for data collection, collecting and analysing the data and in the end reporting the result (Lapan, Quartaroli and Riemer 2012, 70). These phases are conducted during the thesis process and are described in the thesis as part of the different phases in creating the security plan to Eira High School for Adults. The reporting of the results was conducted when the security plan was given to the customer and the customer gave feedback.

1.3 The purpose and objective of the thesis

The purpose of the thesis was to create a security plan to the Eira High School for Adults new premises on Iso Roobertinkatu, Helsinki. The plan was conducted in English because the degree programme in Security Management is in English as well, and also because all of the employees in Eira are not native Finns and do not understand enough Finnish to be able to read and understand the security plan if it had been written in Finnish. The English version of the security plan allows all employees to familiarise with the security plan and them to be able to understand and know the requirements which the employer considers important in accident, crisis and emergency situations. The research problem in the security plan for the Eira High School for Adults was have the school environment as safe and secure as possible to the employees as well as to the students.

The security plan was created and developed for the personnel of the Eira High School for Adults. The plan has been constructed in such a way that one of its major part is the personnel to be prepared to a variety of school environments security problems such as to accidents, crisis and bully situations in the school at the school's so called normal time and the other major part includes the prevention and procedures in a crisis and emergency

situations. The security plan should instruct, assist and guide employees of Eira High School for Adults to prevent accidents and dangerous situations and in case of an accident or crisis situation the plan will assist to operate fast and correctly, as well as it assists on how to operate in personnel and assets rescue during these situations.

The objective was to create a security plan to the new premises of Eira High School for Adults. The premises were introduced in August 2014 and the schedule of the thesis was to complete the security plan during the spring 2014 in order to the management team to familiarise with the security plan during the summer and early autumn. By familiarising with the security plan during the summer and early autumn it could be introduced to the personnel as soon as possible in the beginning of the semester, necessary changes could be implemented and the plan could be developed further if needed.

1.4 Key concepts

This chapter discusses the Eira High School for Adults security plan's key concepts as well as the key concepts of the thesis. The key concepts of the security plan and the thesis are same as the thesis describes the process of creating the security plan for Eira's Iso Roobertinkatu premises. For the reader to be able to understand those concepts they are opened and explained below as precisely as possible. Most of the concepts have two definitions, so that the reader is able to understand the situation and definer-determined differences or understand the similarity of the definition regardless of the sources.

Upper secondary school

Upper secondary school, also acknowledged as High School, is a secondary level education which purpose is to support the students for growing civilised and balanced persons and members of the society. Upper secondary school also provides skills and knowledge which are needed in for example postgraduate studies, such as universities, hobbies, working life and in the diverse development of the personality. To the foreign-language speakers and immigrants is arranged the upper secondary school preparation education which offers language teaching and other needed capabilities which are needed in the upper secondary school. (Finland 1998)

Adult education

With the term adult education is referred to guide learning which is targeted to adults who have usually operated or are operating in working life after the earlier education has been completed or being interrupted. Characteristic to adult education is the education being organised and arranged especially with the adults in mind. Differences to the school system education can be for example the time and the modes of teaching. (Adult education n.d)

Security plan

Security plan can replace an emergency plan which is a mandatory document, for the owners of the building or premises, regulated by Rescue Act 379/2011. According to the Ministry of Social Affairs and Health (2011) security plan is a document which includes the overall security planning of the target building or premises. It is a strategic plan which includes security guidelines and security folders. The security plan is based in risk assessment and identification and the purpose is to be prepared to the identified and assessed risks. In security plan the preparedness means arrangements which are aimed to limit accidents and danger situations and create protection to possible unpleasant impacts. In security plan is introduced main security risks as well as operational models to control and prevent those risks and it also includes a plan about self preparedness. Correspondently Finnish National Board of Education (2012) determines that a security plan is a document which aims to validate the security of an area or an object as well as prevent risks for occurring. The plan is created together with, for example, a rescue authority or the police and the plan confirm the common objectives for the crime prevention, increase of the local security and prevention of accidents.

Risk

As mentioned in Oxford Dictionaries (2014) a risk is a situation which involves a contact with danger and it can be as well a possibility for something unwanted or unpleasant to occur. Correspondingly Finnish National Board of Education (2012) determines a risk as a sum of the probability of undesired event and consequences of that event.

Accident

Oxford Dictionaries (2014) and the Finnish National Institute for Health and Welfare (2014) determine accident as an unfortunate incident, that occurs unintentionally, suddenly or unexpectedly and it normally results to serious injury, damage, death or a mild injury of a person or persons and it includes two elements which are the consequences and accident incident.

Crisis

According to Oxford Dictionaries (2014) and Finnish National Board of Education (2012) crisis is a time of an intense danger and difficulty and it is as well a time when important or difficult decisions must be made and in which past experience and learned approaches are not enough for managing and understanding the situation.

1.5 Private school's funding

Eira High School for Adults is owned by Touko Voutilaisen Koulusäätiö, which is non-profit organization. According to Finnish Tax Administration a foundation is considered as a non-profit if it works exclusively and directly for the public good, which may be material, spiritual, ethical, or social, its activities are not affect only to limited capacity of person and it does not produce to the persons, involving its operations, economic interest, dividend, profit share or a reasonable larger salary or other compensation. (Milloin yhdistys tai säätiö on yleishyödyllinen 2011)

According to the Ministry of Education and Culture the statutory Government transfer of Upper Secondary education is granted a computational basis. The funding is determined by the number of students and the students a specific unit price. The funding is paid directly to the education provider which is the municipality, local government or a private organisation to which educational institution the student has been taken. The granted funding is not attached to the grant and calculating basis of the financing, but rather the education provider can decide on the allocation of resources. (Yleissivistävän koulutuksen hallinto, ohjaus ja rahoitus n.d)

Because of the foundation resources as well as because of the semester payments and the statutory Government transfer, private school has more resources than public school. As correspondingly public schools do not have semester payments, but those are having the statutory Government transfer and are owned by the Government or the municipality. This means that the public schools do not have additional income unlike private schools; due to that fact the private schools have more resources for the education as well as for the security.

Above mentioned issues can be seen, in Eira High School for Adults, for example by having own specific security personnel and more funding on the security issues and problems. In Eira the security resources can be noticed by having specific security personnel, including for example Service Manager, Safety Director and Occupational Health and Safety Manager, who are in charge of the updating and implementing of the security plan and property maintenance as well as the security issues, such as evacuation training and internal security screening.

2 Data collection

The data collection was carried out through familiarising with the Eira High School for Adults other premises security plan, evaluating its effectiveness, developing and updating the other plan, organisational observation, familiarising the authorities' instructions and collecting data from the internet and Ministries publications. The data was collected from as many reliable

sources as possible in order to have much information which could be then combined and applied to the Iso Roobertinkatu premises and security plan.

2.1 Familiarising with the other premises plan

The security plan of Eira High School for Adults' other premises in Laivurinkatu was used as an example for the Iso Roobertinkatu security plan. By familiarising with the Laivurinkatu security plan some of the basic information could be gathered from that security plan, for example security organisation and its duties. This basic information needed to be developed and adapt for the Iso Roobertinkatu because the premises and the location are different to each other, for example the premises on Iso Roobertinkatu have three floors and premises in Laivurinkatu have five floors, and on Iso Roobertinkatu there are other businesses operating in the same building. The premises on Iso Roobertinkatu is more focused on the basic education than the High School for Adults, but both of the premises are owned by the Eira High School for Adults and as an owner Eira has the responsibility to create the security or emergency plan, which follow the Rescue Act 379/2011.

By evaluating the effectiveness of the Laivurinkatu security plan there was a possibility to evaluate the information needed for the Iso Roobertinkatu premises security plan. The effectiveness of the security plan includes assessing the risks and operating environment versatile and those should be done once in a year (Nykytilan arviointi ja ympäristöanalyysi 2012). The security plan of Eira High School for Adults is assessed at least once in a year. By assessing the security plan there could be identify needed updates, for example updated for the authorities' guidelines, security issues which needs to be developed further or modify or corrective actions required by legislative changes.

The Laivurinkatu premises security plan needed to be updated and developed further. For example there needed to be included legislation chapter as the custom wanted to have table of legislation including laws and regulation which are in connection with the operations of Eira High School for Adults. The plan was updated to be in line with Rescue Act 379/2011 as the requirements for Emergency plan, in this case for security plan, are mandatory for the owner of the building or premises. By updating and developing the Laivurinkatu security plan's structure and content the Iso Roobertinkatu security plan could be done by following the same line as the security plan for Laivurinkatu.

The security plan of Laivurinkatu premises is in Finnish and the first phase in creating the plan for Iso Roobertinkatu was to collect basic information from the Laivurinkatu security plan and translate it into English. The basic information included for example guidelines for threats, quick reference guidelines to crisis, preventing fires and bomb threats. The instructions and

guidelines were after translation developed further to adapt for the Iso Roobertinkatu premises, such as the escape routes, emergency exit locations and assembly area and information regarding the premises on the quick reference guidelines to crisis.

2.2 Interviews

Not all of the information is public as the private school does not need to have as much of the information public in contrast to public schools. This emphasise the importance of interviews for collecting the needed missing information. The interviews were as well one of the research methods for collecting data to the security plan as well as for the thesis. The interviews were organised in the premises of Eira High School for Adults and the interviews were agreed by phone or via e-mail.

By interviewing and having meetings and interviews with the vice principal, principal and service manager, it was possible to understand the functions of Eira High School for Adults and gather needed information about the premises and operations of Eira, for example receiving the blueprints, information about the emergency exits, the year of construction and the number of the layers as well as information on what the customer would like the security plan to include in addition to the Rescue act 379/2011 requirements. By understanding the operations and by learning the practices, identifying the important and needed information it was easier to know and understand what needed to be included in the security plan, for example by understanding how much variety there is among the students, it was apparent that there needed to be a comprehensive security plan which prepares the personnel of Eira High School for Adults to as many situations as possible, and the fact that some of the employees are not native Finnish highlights the importance of the English security plan.

2.3 Observation

The organisational observation was conducted during the visit in Eira High School for adults' premises. By familiarising with the Iso Roobertinkatu premises there was a possibility to understand the functions of those premises and what kind the premises actually are, not only the blue prints. The observation gave information about how people act in those premises where they mostly move and which can be problematic issues in the Iso Roobertinkatu premises. For example the location of the emergency exits could be localised and checked in person.

Observing the students and personnel in the Eira's Laivurinkatu premises was gathered information about the students, personnel and the daily activities. The observation informed among other things on what kind of student and personnel Eira High School for Adults has,

how the operations of Eira are affecting to the daily security as well as how the persons move around the premises and how they are acting among each other. For instance could be noticed which floors has most of the students during the breaks, which means among other things that the layers are more difficult to evacuate in an emergency situations, and that Eira has many foreign students who are usually among other foreign students, which highlights the importance of the English security plan as all of the students as well as employees are not able to understand Finnish well enough as they are not native Finns or does not understand Finnish.

2.4 Familiarising with the legislation

By familiarising with the legislation it was possible to understand the laws and minimum requirements which are regulated by those laws. Those minimum requirements can be found from the Rescue Act 379/2011 and the requirements were used as the basic structure of the security plan to which was added more information as the customer wished. Rescue Act 379/2011 has some sections which are closely related to the operations of Eira High School for Adults as well as the requirements for the emergency plan. Those sections are described below.

As the Rescue Act 379/2011 section 9 demonstrates about the fire safety and evacuation in the building the inhabitants and the owner of the building as well as other operators should ensure that the environment and building are considered to be in such condition that the risk of fire, spreading and the fire being started is minor, the persons in the building are able to escape in the case of fire or other sudden accident or they can be rescued in some other way, the rescue operations are possible in case of a fire or other accident, the safety of the rescue personnel has been considered. (Finland 2011)

For Eira High School for Adults this means that as the owner of the premises it is responsible of the fire safety and evacuation of the premises. The fire safety must be ensured every day, for example by general order and overall cleanliness. This means among other things for instance that in escape routes there cannot be additional obstacles and the waste management is arranged correctly. The escape routes are as well designed for fast and safe evacuation, for example in the escape routes there are fire doors which prevent the fire from spreading and at the same time those doors create the fire divisions. The safety of the students and personnel in the fire situations is in the most important role and it can be confirmed by ensuring that the fire safety is maintained every day.

In the section 14 is explained the self-preparedness and the owners duties regarding it. The building owner should prepare to prevent dangerous and fire situation, in the dangerous

situations prepare to the protection of property, persons and environment, have measures for ensuring the safe evacuation in fire and other emergency situation as well as be prepared to the fire extinguishing and other rescue actions which they can independently perform. (Finland 2011)

The section 15 includes information and regulations regarding the Emergency plan. The emergency plan should include all the measures which are described in the section 14 and it should be conducted to buildings and sites which are remarkably demanding regarding to rescue and safety operations, damage caused by an accident or where the risk to fire safety, to the safety of personnel or risk to cultural property and environment can be considered as serious. The inhabitant of the building has the responsibility to develop the emergency plan. If there are multiple industrial operators or businesses in the building the inhabitant should develop the emergency plan together with the industrial and business operators. The emergency plan should contain detailed information on risk and danger assessment's conclusion, instructions for the resident of the building on how to prevent accidents and what to do in dangerous and accident situations, the building's safety arrangements and other measures which are related to the self-preparedness. (Finland 2011)

The self-preparedness is included to the security plan as the security plan is constructed according to the Rescue Act 379/2011. The security plan includes some additional information as well. The prevention of the accident and emergency situations is in an equally important role as the instructions and guidelines in case of those situations to occur. The security plan is created and developed to be as wide and precise as possible, however concerning the operations, personnel and students of Eira High School for Adults.

While familiarising with the legislation there was a request to create a table of legislation which includes laws and regulations concerning Eira High School for Adults. The legislation table eases the personnel of Eira to identify all important laws regarding their duties. The table of legislation where the laws and regulations are collected is in appendixes as appendix 2.

The laws and regulations in the table are in English and in Finnish because some of those cannot be found in English and as the security plan is for all personnel of the Eira High School for adults and most of the personnel familiarising with the plan are Finns and can understand the laws in Finnish language. For the English speaking personnel the laws and regulations can be translated if needed and as they have been trained to be teachers, they also know the basics of the education laws.

2.5 Other sources

After the interviews, familiarising with the security plan of Laivurinkatu premises, observing the operations of Eira High School for Adults and familiarising with the legislation, the rest of the missing information was gathered from the internet from, for example in the police's, Finnish National Board of Education's and Ministry of Education and Culture's websites as well as from the Finnish legislation Data Bank Finlex. There was a need to gather more information about the guidelines and instructions for schools and the school's preparedness to various situations from the point of view of Ministry of Education and Culture's and police's as well as deepened the knowledge about the legislation regarding for instance basic education, upper secondary education and security and emergency plans.

3 Creating the security plan to Iso Roobertinkatu

This chapter describes the process of creating and developing the security plan for Eira High School for Adults. The phases are described in the same order in which those were conducted during the customer's security plan project and all the phases include some information on what was done, what are the key concepts in those phases, analysing the collected data and some overall description of the content of the security plan as well as some general examples. The phases do not include exact information on the operations and instructions of the security plan of the Eira High School for Adults as they want to have the plan only for internal purposes.

3.1 Contact information

The contact information is divided into two parts: important numbers and contact information for Eira crisis team. The important numbers include numbers which are needed in crisis and emergency situations, for example the number of the Emergency Response Centre, the poison control center and occupational health clinic. The contact information of the crisis team of Eira High School for Adults includes numbers for persons who to contact in a crisis and emergency situations and who are responsible of the crisis situation operations. All needed contact information's are included to the security plan, so that the personnel can identify those when needed and that those all are in the same place - also on the paper version. The security plan describes, among other things, situations where the crisis team should be contacted and, therefore, as the numbers of the crisis team members are at the beginning of the plan they can be easily found.

A school should have a crisis team for crisis preparedness maintenance and development as well as for the organisation of the operations. Crisis team includes some or all student

welfare group members as well as, for example, a caretaker. The principal should be the head of the crisis team, because in the crisis situation the principal is the key person who is responsible of the operations. The operations of the crisis team include for instance: creation of written crisis plan to the school, clarifying the important co-operation partners, recording the internal tasks and responsibilities, organising the operations in crisis situations, taking care of the needed emotional support, as well as possible further action and maintaining the crisis preparedness by arranging training and briefings to whole personnel annually and having orientation to new employees. (Rautava 2009)

3.2 Emergency exits and evacuation routes

Emergency exit is a marked route and exit in the building and through which the building can be evacuated in emergency situations. (Finnish National Board of Education 2012) Emergency exit is marked with a sign in accordance with the Ministry of Interior's regulation of the marking of buildings evacuation routes and escape lighting 805/2005.

The emergency exits are planned to the blueprints of the Iso Roobertinkatu premises and by familiarising with the location of emergency exits, the evacuation routes were planned for safe and fast evacuation and all persons in the building can be evacuated in case of an emergency or crisis situation. The evacuation routes in every floor are planned to lead at least in two sides of the building and the fire divisions are limited with the fire doors, in for example staircase. In the floors four and three there are several emergency exits but two evacuation routes one of those leading in front of the house and the second leading to the backyard. The second floor has five evacuation routes of which two leading in front of the building and three in the backyard. After marking the evacuation routes in the security plan those were marked inside the building as well by official exit signs and this meant that the escape lighting and signs were placed to the evacuation routes and emergency exits. Eira High School for Adults needed to mark their own evacuation routes and emergency exits to their premises and the owner of the rest of the building is responsible of the common areas.

According to the Ministry of Interior's regulation of the marking of buildings evacuation routes and escape lighting 805/2005 the emergency exits must be clear and the signs must be easily detected and identified. On the lighting of the evacuation routes should be taken into account the use of the building, size and how the exits from the building are arranged. The emergency exit signs should always be lighten and the additional lighting should start when normal lights fail. The lighting must work the time required for safe exit and evacuation. (Finland 2005)

The emergency exits and evacuation routes are marked in the customer's project in the blueprint picture with red arrows, so that those can be illustrated to all employees. According to Oxford dictionaries (2014) photographic memory is "the ability to remember information or visual images in great detail", this means that some people learn and remember easily when they have seen the information on picture or other visual form. By having all the emergency exits and evacuation routes in picture and text form it is more effective for the personnel to remember the emergency exits and evacuation routes, as well as more effective to understand the locations of those routes and exits. For the emergency exits being on picture form can be as well prevented misunderstandings that may arise if the emergency exit and evacuation routes are only in writing form.

3.3 Assembly areas

Assembly area is usually an outdoor area near the property. While designing the assembly area should be considered the rescue department's routes, location of the assembly area compared to the building's area as well as the secure distance from the building. There should be as well appointed an alternative assembly area, which can be used for instance if the primary assembly area cannot be used. (Työpaikan paloturvallisuus- perehdyttäjän opas n.d)

The primary assembly area is designed nearby the school's premises on Iso Roobertinkatu and there is as well an alternative assembly area which is located a little further than the primary assembly area. Both of the assembly areas are designed to be in the other way than the fire division, as the fire trucks need space to move in the area in emergency situation as well as because of the safety of the personnel and students of Eira High School for Adults. The students and personnel cannot block the routes of the fire trucks, cannot be in front of the rescue personnel and cannot be hit by a fire truck or other rescue services cars. The assembly area is tested first time during the evacuation training in late autumn 2014 and if there arises any problems during the training the assembly areas can be relocated or developed further.

According to paloturvallisuus.info, in the assembly area is for instance monitored the condition of the evacuees and a first aid point can be arranged. Inside to the building is returned only when the authorities has given a permission. In addition to that in the assembly area can be checked that everyone has been evacuated from the school premises. Each teacher is responsible of their own teaching group and the employees of Eira High School for Adults are responsible for escorting the students and visitors to the assembly area in case of an emergency or crisis. There are as well floor monitors who ensure that the floors and classrooms are empty and after they have evacuated the floors they might depart the

premises, but all personnel must remember as well that in the evacuation situation own safety is important and the evacuation should be completed without personnel injuries.

3.4 Standard time security of the school

The standard time security of the school includes most usual emergency and exceptional situations and some guidelines for preventing emergency and accident situations, for instance crime and fire prevention, preparedness for infectious diseases and suspicious postal items. It as well includes instructions for a blackout and water damage. All the guidelines include instructions on how to operate in those situations and some measures on how to prepare and prevent those.

The guidelines are developed for the Iso Roobertinkatu premises and those are discussed and decided together with the vice principal and accepted by the management team of Eira High School for Adults. The guidelines and instructions are important to the personnel, so that they can be prepared to the unusual situations and they are aware of the operations during the unusual situations. Most of the standard time security instructions and guidelines are basic guidelines which can be found from the police's, Finnish National Board of Education's and Ministry of Education and Culture's web sites, but in addition to the basic information, the guidelines are developed further for the function of the Eira High School for Adults and for the Iso Roobertinkatu premises.

The guidelines as an example include information about measures to prevent school bullying. First in the security plan of Eira is included information about what is school bullying and after that information on measures how to prevent it. To the personnel to be able to prevent school bullying they need to be aware what the school bullying is. Because in Finland the school bullying is one of the most usual school problems which have far-reaching consequences, preventing the school bullying is one of the major roles of the school. According to Koulurauha, bullying in schools is a phenomenon and in the background there are a variety of causes and mechanisms, as in the background of an individual student's threatening behaviour and it is a phenomenon which is not solved unless it is discussed about. For the prevention of school bullying the teachers, students and parents need to be aware of what school bullying is.

To prevent school bullying employees should monitor the common verbal contact of students and their behaviour in the relation to each other in classes as well as during the breaks. The personnel of the school should listen to the students so-called "inside jokes" and stories as well as pay attention to what and who the subjects of the jokes are. If the jokes and stories

are told every time about the same person, the personnel should react to that and under the circumstances prevent or interrupt the school bullying. (Karhunen & Pörhölä 2009)

3.5 Emergency instructions

After the Jokela School shooting the Finnish National Board of Education has developed online material to the support of school's security. That includes for example material related to the working environment in the schools. With this material the schools are able to evaluate and clarify their grievances related to the security as well as create and develop plans for overcoming those problems. In crisis situation the pre-established guidelines and instructions ease the operations and for example psychological and physical adverse effects can be prevented. (Petäjämäki & Valonen 2009)

The emergency instructions for Eira High School for Adults premises on Iso Roobertinkatu are created for the personnel to be able to act in crisis and emergency situations as well as them to be prepared to those. The guidelines are based on the security plan of Laivurinkatu premises, Finnish National Board of Education's instructions, Ministry of Education and Culture's website guidelines and to other data collection which was done during the security plan project. Those guidelines include for instance guidelines for fire situations, first aid instructions, intoxicated student and bomb threat. These emergency situations are not usual and some of those are not expected to occur, but those are risks in the school and if those situations occur they can cause extensive damage which highlights the importance of the preparedness.

One of the major parts in the school's emergency instructions is to be prepared to crisis situations. In crisis situations should be noted that the external aid might take some time and while waiting for the aid, all persons should act according to the security plan for the rescue and security of people and property. In case of an emergency should be called to Emergency Response Centre, also acknowledged as ERC, and inform the ERC what the situation is, are there any persons injured and listen to the instructions from the ERC operator. The situation is as well informed to the crisis team, the person in charge of the security and the rescue authorities, for example police or fire division. The evacuation is arranged as defined in the security plan and the crisis is informed internally and externally by the person in charge of the information or by the authorities. After the crisis the situation is reviewed and if needed an opportunity to debriefing is arranged. (Finnish National Board of Education 2012)

The emergency instructions of Eira include for example instructions from the police of Finland (Pommiuhkaussoitto n.d.) for person receiving a bomb threat via phone. At first the person should listen to the threatener's message (what, who, when, where and how) and make

precise notes during the phone call. The notes can include for example background noises and accent of the threatener. Then the person receiving the call should inform the Emergency Response Centre by calling emergency number 112 and inform the organisation's crisis team. The measures and instructions received from the Emergency Response Centre and the crisis team should be followed. In serious and urgent cases, the entire building will be evacuated immediately and should be moved to the assembly area, agreed before on the instructions for bomb threats. The person should take with the phone, access control key and necessary personal belongings. After gathering to the assembly area should be followed the instructions received in the assembly area.

3.6 Internal security screening

In the Internal Security Program the internal security refers to such state of society in which everyone can benefit from the legal rights and freedom as well as a safe society without crimes, accidents, disturbances and incidents. (Finnish National Board of Education 2013)

In this chapter the internal security refers to the internal security of Eira High School for Adults and safe school environment without crimes, incidents, accidents and disturbances. This includes for example the security of students and personnel, fire safety and evacuation practices. According to the Finnish National Board of Education (Finnish National Board of Education 2013), the starting point for organising the education is ensuring the safety and security of the personnel and students. Students participating to the education have rights for a safe and secure learning environment. The security screening is arranged for the development of the overall security in the school premises as well as for the review of possible shortages.

To internal security screening in Eira is participating the principal, service manager, Occupational Health and Safety (OHS) Manager, occupational safety delegate and caretaker. The internal security screening includes for example review of the security plan and security organisation, the fire prevention and safe evacuation. Part of the security plan project was to plan the schedule for the internal security screening and creating an update table, to which the update and modification targets as well as their schedules are marked. The schedule and the table help to maintain the internal security screenings regularly and to note the update and modification targets as those are recorded to the internal security screening table.

3.7 Matriculation Examination Board guidelines

The customer wanted to have the guidelines for emergency and crisis situations during the matriculation examination, in Finnish called as Ylioppilastutkinto, as well as short guidelines

to the new electronic matriculation examination. The guidelines are collected from the Matriculation Examination Board's website as well as from the existing guidelines that Eira High School for Adults had.

As mentioned in the Matriculation Examination Board's (The Finnish matriculation examination n.d) web site "the purpose of the examination is to discover whether pupils have assimilated the knowledge and skills required by the curriculum for the upper secondary school and whether they have reached an adequate level of maturity in line with that school's goals. Passing the Matriculation Examination entitles the candidate to continue his or her studies at university. The examination is arranged in upper secondary schools".

According to the Matriculation Examination Board (Ohje sähköisen ylioppilaskokeen koetilojen sähkösuunnitteluun 2013) the first electronic matriculation examination is going to be held in autumn 2016 and the transition period to the electronic examination ends in spring 2019. For the customer it is important to be prepared for the new electronic matriculation examination and by including a summary of the instruction to the security plan, the instructions can be found easily and all employees are able to identify those instructions. The guidelines are created for students to have as secure and minimum disruption matriculation examination as possible.

On the other hand it is important to the customer to have instructions in case of disruptions during the matriculation examination. The instructions include for example guidelines for fire situations, how the examination papers are held and how the candidates are guided during the emergency situation. These instructions are important to the Eira High School for Adults and especially to the monitors of the matriculation examination, as the monitors are aware of the instructions on how to operate during an emergency situation the security of the students and the matriculation examination can be ensured.

3.8 Evacuation training and implementation of the security plan

The aim of evacuation training is to train the personnel of the premises and the security organisation to operate in accident and emergency situations. Through the training the security organisation's capabilities to manage will improve and the personnel will learn about the security risks in their workplace. (Evakuointiharjoitus n.d)

The evacuation training's schedules are important to the customer as Eira High School for Adult requests to have schedule and plan on how often the evacuation training should be arranged, what should be taken into consideration and in which way it is arranged. This meant that the basic content of the training needed to be recorded and a training plan

needed to be created. During the evacuation training in Eira, in which all personnel and student in the school premises participate, is trained emergency evacuation, for example in case of a fire or a bomb threat. The evacuation training includes the emergency evacuation, emptying the premises, and meeting in the assembly area as well as feedback discussion with the personnel. The main purpose of the feedback discussion is to discover the possible mistakes and problems, such as problems in the evacuation routes or emptying the class rooms. After the discussion there will be planned a schedule for the changes and development objects. The problems and development objects will be implemented in order of importance according to the planned schedule.

The security plan's implementation practices include information on for instance how often the security plan should be introduced to the personnel and how often and in what circumstances it needs to be updated and developed further. The security plan will be implemented and trained to the personnel after the management team has familiarised with it and after all needed changes have been implemented. The plan will be trained to the personnel in the beginning of the academic year and if major changes have been done.

3.9 Translating the quick reference guidelines to crisis in English

The final step of the project was to translate the quick reference guidelines to crisis in English. The guidelines are created for employees to have basic instructions in case of a crisis and it includes as well the contact numbers. The aim of the instructions is to have a simple and fast guidelines and instructions to emergency and crisis situations. The guidelines are mostly same as in the security plan, but in more general and shorter form.

For example in the quick reference guidelines is included a guideline to a fire situation from Keski-Uudenmaan pelastuslaitos. First save persons who are in danger and/ or injured and move to a safe place. Then inform about the fire to an emergency number 112 from the safe place. Extinguish the fire or limit it by closing the doors and finally guide the fire department to the site. (Toiminta tulipalotilanteessa n.d)

Another example about the quick reference guidelines is CPR instructions for patient who is not breathing. First set of one hand in the middle of the base of the sternum and the other hand on the back of the hand. Press 30 times in the arms straight about 100 compressions per minute, so that the chest is pressed 4-5 cm. Raise the chin up, bend the head back and close the nostrils with your thumb and forefinger. Press your lips to the patient's mouth and blow twice into the lungs and follow the chests movement at the same time. After two successful blows if the person does not wake up and not breathe normally, continue with rhythm 30

press - 2 breaths. Do not interrupt CPR unless the patient show signs of recovery or if you cannot continue, ask someone else to continue. (Elvytys n.d)

4 Conclusion

One of the most interesting features in the private school is that it has more resources than the public school. This is because of the semester payments, it is owned by a foundation and the statutory Government transfer. This can be seen for example as more security personnel and possibility to have outsourcing in the security issues as well as the possibility to have more resources on security issues.

The process of creating and developing the security plan was time-consuming, educational and interesting. By understanding what a security plan should include, what the legislation requires and how to work in large projects independently, the process has provided a lot and all that have been learned during the project is also useful in the future. The project was not easy, as it required a lot of searching of background information, meetings with the personnel of Eira High School for Adults, as well as modifying the information to suit for the Iso Roobertinkatu premises.

The starting point of this thesis was to respond to the need of creating a security plan to the new premises of Eira High School for Adults. At the beginning needed to familiarise to the security plan of Eira High School for Adults Laivurinkatu premises, estimated its functionality and complemented and updated the missing parts, such as the legislative chapter. After the information collection and familiarising with the other premises security plan as well as the legislation regarding the security plan the creation of the security plan for the Iso Roobertinkatu premises was began.

The feedback from the customer is given by the vice principal Sari Liski, who directed me during the project. The original feedback is included into the thesis as appendix 3. A student from Laurea University of Applied Sciences Niina Virolainen produced as a thesis a security plan for Eira High School for Adults new premises on Iso Roobertinkatu. In her work Niina Virolainen familiarised at the beginning to the security plan of Eira High School for Adults Laivurinkatu premises. She estimated its functionality and complemented and updated the missing points, such as the legislative chapter. Then she created a security plan for the school's new premises. Niina Virolainen did her work independently and spontaneously and familiarised as needed to the school safety issues. She completed her task with the care as required in the job.

During the security plan project was learned about the Finnish legislation regarding the basic and upper secondary education as well as the legislation regarding security and safety. By

understanding and familiarising the legislation was possible to understand the operations of the Eira High School for Adults more accurately and extensively as well as able to familiarise the standards and requirements which are regulated by the Finnish law. For example the Rescue Act 379/2011 has quite accurate requirements for the content of the emergency plan, or in this case for the security plan, and the duties of the building owner for protecting persons and property. Familiarising and understanding variety of laws has as well changed the perspective to variety of issues and opinions and enable to justify issues and sentiments more versatile.

While creating and developing the security plan to Eira High School for Adults was learned operating on project independently and to understand how to communicate with the needed persons such as the vice principal, principal and service manager. The most challenging in the communication was the coordination of schedules, because everyone has own duties. By having meetings and tour in the Iso Roobertinkatu premises it was possible to share and compare opinions between me and the customer, to discuss about the content and needed information of the security plan as well as familiarise with the premises. Learning about the school environment and working in the schools as well as about the most common issues of Finnish upper secondary schools and on how variety of situations they must be prepared to. For example as Eira High School for Adults having many foreign students and personnel who are not native Finns the importance of English security plan was became aware of.

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Appendixes

Appendix 1 Table of contents of the security plan 29
Appendix 2 Basic education and Upper secondary school legislation..... 31
Appendix 3 Original feedback from the customer 32

Appendix 1 Table of contents of the security plan

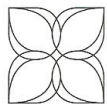
- 1 Objective
- 2 Contact information
- 3 Premises and the users of premises
 - 3.1 Premises
 - 3.1.1 Assembly areas
 - 3.1.2 Emergency exits
 - 3.2 Personnel and students
 - 3.3 Security administration
- 4 Standard time security of the school
 - 4.1 Emergency situations and advice
 - 4.2 Power cut
 - 4.3 Water cut and water damage
 - 4.4 Preventing fires
 - 4.5 Preparedness for infectious diseases
 - 4.6 Accidents and medical emergencies
 - 4.7 Measures to prevent school bullying
 - 4.8 Fights between students -assault
 - 4.9 Vandalism, theft, unauthorized people on premises
 - 4.10 Response to threats to school and personnel
 - 4.11 Problems arising through the internet
 - 4.12 Crime prevention
 - 4.13 Suspicious postal items
 - 4.14 Elevator alarm
 - 4.15 Waste and emissions
- 5 Emergency instructions
 - 5.1 General principles of action in a crisis situation
 - 5.2 Emergency first aid instructions
 - 5.3 Fire
 - 5.4 Disruptive students
 - 5.5 Violent students
 - 5.6 Serious violence or threat of
 - 5.7 Psychotic behaviour
 - 5.8 Intoxicated student
 - 5.9 Intoxicated employee
 - 5.10 Illegal drugs
 - 5.11 Armed threat
 - 5.12 Bomb threat (fire alarm)
 - 5.13 Major incidents and emergencies
 - 5.14 Death of a student

- 5.15 Death of a member of staff
- 5.16 Suicide or threat of suicide
- 5.17 Burnout
- 5.18 Phases of traumatic crisis and recovery from the crisis
- 6 Internal security screening
- 7 Evacuation training
- 8 Legislation
- 9 Guidelines from Matriculation Examination Board
 - 9.1 Guidelines to electronic Matriculation Examination
 - 9.2 Unusual situations during the Matriculation Examination
- 10 Security plan implementation, updating and approval
- 11 Pictures
- 12 Appendices

Appendix 2 Basic education and Upper secondary school legislation

Law / Decree	The law number	Link
Rescue Act	379/2011	ENG. Rescue Act 379/2011 FIN. Pelastuslaki 379/2011
The Basic Education Act	628/1998	ENG. Basic Education Act 628/1998 FIN. Perusopetuslaki 628/1998
The Basic Education Decree	852/1998	ENG. Basic Education Decree 852/1998 FIN. Perusopetusasetus 852/1998
The Government Decree on the Basic Education Act referred to the national objectives and the basic division of hours	422/2012	ENG. - FIN. Valtioneuvoston asetus perusopetuslaissa tarkoitettun opetuksen valtakunnallisista tavoitteista ja perusopetuksen tuntijaosta 422/2012
The General Upper Secondary Schools Act	629/1998	ENG. - FIN. Lukiolaki 629/1998
The General Upper Secondary Schools Decree	810/1998	ENG. - FIN. Lukioasetus 810/1998
The Government Decree on the General National Objectives of General Upper Secondary Education and the Distribution of Lesson Hours	955/2002	ENG. - FIN. Valtioneuvoston asetus lukiokoulutuksen yleisistä valtakunnallisista tavoitteista ja tuntijaosta 955/2002
The Act on the Organisation of the Matriculation Examination	672/2005	ENG. - FIN. Laki ylioppilastutkinnon järjestämisestä 672/2005
The Government Decree on the Matriculation Examination	915/2005	ENG. - FIN. Valtioneuvoston asetus ylioppilastutkinnosta 915/2005
Teaching Qualifications Decree	986/1998	ENG. - FIN. Asetus opetustoimen henkilöstön kelpoisuusvaatimuksista 986/1998
Act on checking the criminal background of persons working with children	504/2002	ENG. Act on checking the criminal background of persons working with children 504/2002 FIN. Laki lasten kanssa työskentelevien rikostaustan selvittämisestä 504/2002

Appendix 3 Original feedback from the customer



Eiran
aikuislukio
—
EIRA HIGH SCHOOL
FOR ADULTS

ARVIO OPINNÄYTETYÖN TEKEMISESTÄ

Laurean opiskelija Niina Virolainen teki opinnäytetyönään turvallisuussuunnitelman Eiran aikuislukion Ison Roobertinkadun uuteen toimipisteeseen.

Työssään Niina Virolainen perehtyi aluksi Eiran aikuislukion Laivurinkadun toimipisteen turvallisuussuunnitelmaan. Hän arvioi sen toimivuutta ja täydensi ja päivitti puuttuvia asioita, kuten lainsäädäntöosuutta. Seuraavaksi hän laati turvallisuussuunnitelman koulun uutta toimipistettä varten.

Niina Virolainen teki työnsä itsenäisesti ja oma-aloitteisesti ja perehtyi tarvittavalla tavalla koulun turvallisuuteen liittyviin kysymyksiin. Hän teki työnsä tehtävässä vaaditulla huolellisuudella.

Helsingissä 9.9.2014

Sari Liski