

## ANTITERRORIST EDUCATION IN SCHOOL AS A CRUCIAL ELEMENT OF THE COUNTRY SECURITY SYSTEM

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### ABSTRACT

In view of the randomness of targeting the victims of the terroristic attacks, readiness of the society for an adequate response for impending terrorist activities is a major priority of many countries. This paper is concerned with the contemporary methodology of antiterrorist education of Polish youths. Antiterrorist education is one of the most effective methods of antiterrorist measures and a helping tool in minimization of the results of the terrorist operations.

### KEYWORDS

education, terrorism, the threat of terror, counteraction

In the contemporary world, terrorism is one of the most significant threats against the state as well as against the society. Notion “terroryzm” originated from the Greek word afraid, fear, while the word error is derived from the Latin word fear, dread or dreadful word, dreadful news<sup>1</sup> Terrorist operations cause enormous panic and dread, because they may occur in

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<sup>1</sup> J. Szafranski, *Współczesne zagrożenia terroryzmem oraz metody działań antyterrorystycznych*, Szczytno 2007, p. 5–7.

almost all countries. Moreover, terrorist operations are characterized by their ruthlessness and efficacy. In the contemporary world, the terrorism is a multidimensional phenomenon that contains both, political and religious elements.

Each and every member of European Union acting on the behalf of the United Nation in the Middle East may become an object of terroristic attacks. While terrorism has a very old history, the awareness of possibility of terroristic threats for international community was caused by the terrorist attack on the 11 September 2001. B. Hoffman wrote, that this date brought “hours, that shaken the U.S.A.”<sup>2</sup>. At this date, international communities started the process of finding the origins of the terrorism, as well as searching for the methods of countermeasures and eradicating such acts. Poland, being a member on NATO that is actively engaged in the warfare against nations promoting terrorism, is exposed to possible terrorist acts. Moreover, this level of endangerment has increased lately because of the influx of the terror sympathizers, radicalization Polish citizens of Mid-East origin, and Islam worshippers as well as by using Poland of these individuals as a logistic ground for the preparation of the acts of terror in other countries<sup>3</sup>.

Even so, there was no terrorist attack in Poland as yet; we have to remember that several citizens of the R.P. were the victims of the terroristic activities in several locations worldwide, thus the possibility of the happening such tragedies again cannot be ruled out. Of late, more and more often, Poland has being mentioned as a possible target by the terrorist organizations. There are no more questions whether Poland is susceptible to terrorist attacks, but when and where it would happen.

As terrorists invent more and more methods, it necessitates acquiring of appropriate tools for accurate and timely detections and assessing the level of risks as well as employing appropriate countermeasures in a case of imminent dangers. In the case of committing a terrorist action by perpetrators, we must be ready to start immediately to eliminate the threat and to liquidate its consequences.

Achieving these goals require a comprehensive cooperation of all law enforcement agencies, institutions engaged in combating the terrorism, mass media, local governments, and our communities.

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<sup>2</sup> B. Hoffman, *Oblicza terroryzmu*, Warszawa 2001, p. 6.

<sup>3</sup> J. Szafrński, *Współczesne zagrożenia terroryzmem...*, op. cit., p. 5–7.

Terrorism endangerment imposes on the Polish citizens the necessity of acquiring theoretical and practical countermeasures and to have the skills of behaving during imminent terroristic threats. There are four stages of the fight with terrorism of the diverse intensity: precaution, countermeasure, response and enforcing<sup>4</sup>.

Precaution (prophylactic) is an activity based on strategic analyses, relying on classification of incidents that may happen in the future. This gives the ability to start appropriate steps that may eliminate the terroristic endangerment.

Countermeasure (prevention) is a measure at the moment of the existence of terroristic endangerment. The goal of prevention is to avert the terrorist attacks from happening. It relies on increased alertness of detecting and eliminating symptoms such as planning and preparation for the terrorist actions. Main goal of prevention is projecting of the possible terrorist actions in the future and retarding or elimination of the identified threat. Moreover, it may have a deterrent effect by manifesting the readiness to combat the threat.

Response, that is next stage of the fight, is the answer for the conducted attack and it is done in an immediate warfare. Response is intertwined with the countermeasure, but since it is characterized by an immediate confrontation, is considered the next stage in the fighting of the terrorism. Moreover, the response can be used as a dissemination of information that promotes the safety of the communities.

Enforcing (pursuing) is the last stage of the fight with the terrorism. It occurs after the occurrence of the terrorist attack. Not only it administers the justice, but it counterattacks other acts of terrorism as well. The aim of pursuing is to arrest the perpetrators as well as the enablers who were planning the act. Justification for initiation of this stage is to suppress possible acts of terrorism in the future and to punish the perpetrators.

The terrorism is characterized by its randomness of choosing the time and the location of the intended attack. Most recent anti-terrorist measures are focused on protection of persons and the places against the terroristic attacks. There are several elements of these measures:

- prevention of attack on persons under special protections
- protection of ports and passenger planes
- applying penalty code
- Educational-propagandistic activities<sup>5</sup>.

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<sup>4</sup> T. Białek, *Terroryzm. Manipulacja strachem*, Warszawa 2005, p. 168.

<sup>5</sup> *Ibidem*, p. 175.

A specific method of terrorist attack is defined as “a manner of acting that can be done in a various form of applying the operational-technical aspect of specific method that takes under consideration among others, technical and tactical possibilities of the terrorists”<sup>6</sup>.

Reaction on the committed terrorist acts in the European Union and in general worldwide can be classified as the three types of methods of their execution.

- bomb attacks
- hostage situations
- actions of “the active shooter”<sup>7</sup>.

Bomb attacks that use explosive materials may involve various chemicals and techniques as well as the time relations. There are very few warnings against the bomb attacks as the perpetrators act more and more ruthlessly as the early information of the bomb attack could cause its neutralization by Special Forces. Consequently, the response for a bomb explosion is initiated by finding a suspicious object and/or its detonation. Therefore, the anti-terrorist education of the communities became a crucial element of preventions such acts. As a rule, suspicious materials are discovered by people who were just passing by. Consequently, the level of destruction caused by the bomb depends on the appropriate action taken by those people.

A good example is the finding by a passenger “a suspicious bag” in the city bus in Wroclaw in 2016<sup>8</sup>.

The driver of the bus after being informed about “the suspicious bag” transferred the bag to the vicinity of the bus stop located on very busy street. Detonation of the bag at this location caused some injuries to a passer-by. Obviously, such elimination of the bomb threat is an example of not following the correct procedures, luckily, as the bomb had some construction errors, the damage was insignificant. Transferring the bag from the bus to the busy street was only the transferring the threat, but not its elimination. The above example shows that there is the antiterrorist education of average citizens is necessary. An average citizen should be able to respond correctly to the warning signals and alarms (“red flags”) in the public places. The

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<sup>6</sup> K. Jałoszyński, *Jednostka kontrterrorystyczna – element działań bojowych w systemie bezpieczeństwa antyterrorystycznego*, Szczytno 2011, p. 28.

<sup>7</sup> Ibidem, p. 79–84.

<sup>8</sup> *Wybuch bombowy w centrum Wrocławia. Ładunek był w autobusie 145*, <http://www.gazetawroclawska.pl/wiadomości/a/wybuch-bomby-w-centrumwroclawia-ladunek-był-wautobusie-1451002322/> (access 27.08.2018).

response should be quick and well exercised, as the time is not on the side of the people affected by the threat.

Next method of the terrorists' activities is a hostage taking situation. There are two important elements of this method:

- antiterrorist education of the citizens
- successful evacuation determined by the level of the threat as determined by the institutions responsible for the safety.

Learning surviving skills in a hostage taking situation may be very helpful for the hostages to cope with the critical circumstances, especially during the prolong period of captivity, for instance in the case of holding for the ransom.

Attacks committed by so called "active shooters" are the criterion for the capability of the antiterrorist forces. "Active shooter" intends to attack as many as possible random targets in the shortest possible time. Leaving the place of the attack is not his priority, and as a rule fleeing is not included in the elaborate plan. Attacker is unpredictable and incredibly successful in his/her actions<sup>9</sup>. "Active shooter" methods has become the most frequently used method by the terrorist. In the case as this, again, the education of the society is crucial, as since the beginning of the crisis, the victims are left alone to face the perpetrator(s). Therefore, the educated ability to deal with the perpetrator(s) may save the lives of many people.

The algorithms are most elementary procedures for antiterrorist measures. There are two models of algorithm recommended by the relevant institutions and the governments of all countries.

The first model of the algorithm is derived from the European culture, that is, "flee, hide, and inform".

The second model also known as an American model gives the three advises the victim to "flee, hide, and fight"<sup>10</sup>. It is important that this procedure is taught in an active fashion, as the passive skills would be insufficient in the real life situation. Only the systematic learning of safe behaviors supplemented with the practical exercises may cause an effective improvement of the level of the anti-terroristic security. Therefore, the education is an essential factor in the process of increasing society awareness. Main objective of each and every country is to guarantee the safety of its citizens.

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<sup>9</sup> J. Stelmach, *Reagowanie na zamachy terrorystyczne. Wybrane zagadnienia*, Warszawa 2016, p. 81.

<sup>10</sup> K. Liedel, P. Piasecka, *Bezpieczeństwo w czasach terroryzmu. Jak przeżyć zamach terrorystyczny*, Warszawa 2018, p. 69–70.

Security is held in a high regard by the humankind, and it is the objective of its endeavors, aspirations and desires. Security is a fundamental component of the human psychological well-being hence it is the most precious value for every human being. The Dictionary of Polish Language defines security as “a state of no endangerment, tranquility and certitude” whereas the Dictionary of Terminology of National Security as “the guarantee of the social development and its surviving. Security is an unstable state that requires permanent solicitude. It gives the feeling of certainty; and guarantees its preservation as well as gives the chance for the development in the future”<sup>11</sup>.

R. Zięba and J. Stańczyk<sup>12</sup> assert that the security is a state “with »no custody«, thus associated rather with the independence, sovereignty, confidence as well as responsibility”. Of late, the security is defined as: the state of tranquility, certainty and without endangerments. In social sciences, the term security is just fulfilment of life necessities as existence, identity, independence and the possibility of the development. Although security has subjective character, but being a fundamental necessity, its absence causes the perception of endangerment. Because of it, every individual attempts to have an influence on his/her outer surroundings and the inner sphere in order to eliminate or to dismiss the endangerments, apprehensions and anxieties.

According to H. Idzi-Łatkowski, the security “includes providing such requirements as existence, surviving, endurance, certainty, stability, entirety, identity, independence, as well as the preservation of the standard and the quality of life. Thus security is a principal requirement of the human being as well as communities. Absence of security causes anxiety-perception of endangerment”<sup>13</sup>. J. Szymda links the security with the perception of stability and perseverance of the specified state of the matters, lack of outer and inner threats. Furthermore, the security is essential to the perception of certainty and the tranquility of the everyday life as well as the confidence for the future<sup>14</sup>.

The evaluation and perception of the security have been researched by many institutions, organizations and agencies for a long time. Moreover, the theoretical aspects of the security have been investigated as well. Fur-

<sup>11</sup> B. Kaczmarczyk, *Bezpieczeństwo i jego typologie*, CNBOP-PIB, March 31, 2013.

<sup>12</sup> R. Stańczyk, *Współczesne pojmowanie bezpieczeństwa*, Warszawa 1996.

<sup>13</sup> H. Idzi-Łatkowski, *Bezpieczeństwo polityczne obywateli w świadomości społecznej Polaków*, [in:] *Filozofia bezpieczeństwa personalnego i strukturalnego*, R. Rosa (ed.), Warszawa 1993, p. 276.

<sup>14</sup> W. Pokruszyński, *Filozofia bezpieczeństwa*, Józefów 2013, p. 12.

thermore, along with of the civilization development, sciences related to the notion of the security are continuously updated. For very long time, the security was defined as a state without endangerments but by the end of the 20<sup>th</sup> century a new approach was emerging. The new approach was based upon the principle of creating optimal conditions for the inner safety of the state and by elimination of impending outer threats of the state. It creates an outer ambience contributing to the harmonious development of the citizens as well as of the system. Clearly, the discussions related to security and its perception as well related to these topic behaviors, attitudes and activities of subjects have changed over the centuries and probably will keep changing due to educational processes<sup>15</sup>.

There are two types of security: individual (personal) and group (collective). For instance, security of the family, human societies, nation or the state is group security. While considering a specific matter, we deal with the inner and outer security. Each of them possesses specific characteristic, specialized security agencies as well as the ways and means that can be used in the case of impending threats.

A school is the one of the social and educational institutions that delivers the educative- fostering development process with the personal interactions of students and teachers. The school should provide conditions for the safety of the learning processes and offer a universal education of the security. Implementation of these objectives relies on having the well qualified faculty, superintendence, the infrastructure, modern classrooms equipment, as well as adequate budget provided by the state treasure, local government and other resources<sup>16</sup>. Traditionally, the school has assigned the four fundamental functions: teaching, fostering, social and cultural. The professional literature is mainly preoccupied with the teaching function, as it is essential in the process of conveying the academic learning to the students<sup>17</sup>. In fact, the school is the only institution devoted to the systematic studies. A student learns the scientific interpretations of the observation as well as is exposed to practical experiences. Moreover, the knowledge acquired in the school constitutes the base of the logical rules and the method of reasoning that is used throughout his/her entire life. These skills are necessary in the modern

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<sup>15</sup> M. Cieślarczyk, *Fenomen bezpieczeństwa i zjawisko kryzysów postrzegane w perspektywie kulturowej*, Warszawa 2010, p. 99.

<sup>16</sup> W. Okoń, *Nowy słownik pedagogiczny*, Warszawa 2001.

<sup>17</sup> R. Kamieniarz, *Szkoła jako instytucja i jej funkcje*, Profesor.pl, serwis edukacyjny.

world that is full of new information, images, and new inventions that find their ways into everyday life pretty quickly.

The school is an institution that introduces students into the world of learning, equips them for the challenges of life and exposes students to the world of cultural values by teaching their concepts and utilizing them in their lives.

Modern school should be an institution that provides the comprehensive development of students. All the functions mentioned above have an influence on student attitude toward the school as well as the quality his/her learning. The degree of achievement these functions has an impact on students' wellbeing and security, ergo, on their freedom of endangerments. The perception of endangerment appears in the situation when an individual experiences an apprehension and foreboding. If it affects only one person, it can be treated as an individual deviation, however, if in the case of the group fear, it constitutes "the social fact" that results in the awareness of the absence of the security<sup>18</sup>.

It should be mentioned, that in addition to technical aspects of the security, taking care of the psychiatric aspects of the education and an adequate treatment of the students play an important role in providing a secure environment. The progressive (modern) methods of education stress the necessity of nurturing approach to interactions with the students as well as application of the newest methods promoting the interest in learning. Moreover, the safe school environment and the fair treatment of students are prerequisite of the student-educator interactions, as these factors have a positive influence on the perception of security by the students<sup>19</sup>. One should remember that every suspicious situation causes the sensation of fear. In order to improve the efficiency of the security, the school cooperates among others, with the Law Enforcement Force, City Guardsmen, local Fire Departments, child development clinics and sport clubs<sup>20</sup>.

As a result of this cooperation the following governmental auxiliary programs were created:

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<sup>18</sup> J. Mazur, *Szkoła i jej otoczenie jako siedlisko i obszar oddziaływań profilaktycznych*, [w:] *Edukacja dla bezpieczeństwa – w rodzinie, szkole i pracy*, A. Zduniak, M. Kryłowicz (eds.), Warszawa–Poznań 2004, p. 157–158.

<sup>19</sup> *Zaburzenia zachowania dzieci i młodzieży szkolnej*, K. Kmiecik-Baran (ed.), Warszawa 2006, p. 4.

<sup>20</sup> *Ibidem*, p. 9.

- “Secure and friendly school for the years 2014–2020” which objective the improving the level of the security in the educational institutions. Model for the achievement of the improving broadly defined security was established on the premises of the affirmative psychology and constructive prophylactic that concentrates on the identifying and reinforcing of the resources of the educational institution and its community potentials<sup>21</sup>.
- “Secure +” for the years 2015–2018 was established in order to assure the security for the educational, fostering and custodial processes in schools<sup>22</sup>.

Framework of the Program contains the portal [www.bezpiecznaszkoła.men.gov.pl](http://www.bezpiecznaszkoła.men.gov.pl) that includes categorized information pertaining security.

Above mentioned programs have the purpose to teach to students the skills accessing the available help and the managing the difficult situations by themselves. The most important objective is to instill in young people the necessity of the responsibility for their safety and others<sup>23</sup>.

In Poland, the scope of the prophylactic programs is restricted to preventive activities; typically, they explore the problems of the protection against the attack, learning specific reactions for the impending attack and the elimination of the panic. It is imperative to explain the dangers created by the terrorist attack, but at the same time, to stress the importance of keeping the ones’ composure<sup>24</sup>, as the perception of fear<sup>25</sup> and endangerment causes the disintegration of the terror victims<sup>26</sup>.

The security of the educational institutions is regulated by several legislative acts. First of all, they provide the logistic of the pedagogical custody of the students during the school activities as well as the adequate procedures for the assurance of the safety for all school employees on the school campus.

<sup>21</sup> „Przegląd Naukowo-Metodyczny. Edukacja dla Bezpieczeństwa”, rok XI, nr 1/2018(38), s. 466–477.

<sup>22</sup> Dezyderat nr 8 Rady Ministrów w sprawie kontynuacji w latach 2014–2020 rządowego programu „Bezpieczna i przyjazna szkoła na lata 2008–2013”.

<sup>23</sup> „Bezpieczna +” Rozporządzenie Rady Ministrów z 6 września 2017 zmieniające rozporządzenie w sprawie realizacji rządowego programu wspomaganie w latach 2015–2018 organów prowadzących szkoły (Dz. U z 2015 r. poz. 972).

<sup>24</sup> K. Liedel, P. Piasecka, *Bezpieczeństwo antyterrorystyczne. Świadomość społeczna i edukacja*, Warszawa 2017, p. 158.

<sup>25</sup> J. Danecki, *Przeciwdziałanie terroryzmowi. Koordynacja działań antyterrorystycznych*, Warszawa 2007, p. 27.

<sup>26</sup> B. Bolechów, *Terroryzm. Aktorzy, statyści, widownia*, Warszawa 2010.

The principal document that regulates the functioning of the Education System is the Statute dated 07. Sept. 1991 (Statute Register year 2006 entry 1934, 1954, 1985, 2169, and year 2017 entry 60)<sup>27</sup>.

Moreover, the student rights are guaranteed by the statute: "Education System in the Republic of Poland constitutes the common welfare of the society in accordance with the principles of the Constitution of the Polish Republic, and among others, by the guidelines contained in the Universal Declaration of Human Rights, International Covenant on Civil and Political Rights, as well as in Convention on the Rights of the Child. (...) A school should guarantee the necessary conditions for development of the students and prepare them to fulfill their familial and civil duties according to the principles of solidarity, democracy, tolerance, justice and freedom"<sup>28</sup>.

In Polish high schools, students are required to study the textbook "Without panic!" (co-authored by Mieczysław Borowiecki, Zbigniew Pytasz, and Edward Rygał) for the required subject of "Education of the Security" which is the part of the high school curriculum.

The mentioned textbook consists of the four chapters. In the chapter II, titled "Endangerments and the courses of action in a case of their occurrence". The youths learn that the contemporary endangerments are classified as either caused by a human activity or caused by natural disasters. Activities caused by a human being can be done either consciously or unconsciously, they may cause various endangerments, some of them could be consequences of premediated actions. The human activities that may endanger people health or life include: degradation of the environment, terrorism, crimes, wars, revolutions, armed conflicts, addictions, and infectious diseases, psychological or physical violence, braking the norms of ethics or norms of social-political given culture, catastrophes, outages and accidents<sup>29</sup>.

Thus, the school plays an important role in the formation of the personality of a young person.

It is where he/she learns the values of the responsibility and work. The school has an obligation to provide an adequate custody, good learning environment and security. The school objective is to prepare a child to become an adult who can function properly in society and to behave competently in a situation of endangerment.

<sup>27</sup> Ustawa z dnia 7 września 1991 r. o systemie oświaty.

<sup>28</sup> Ibidem (Dz. U. z 2016 r. poz. 1934, 1985 i 2169 oraz z 2017 r. poz. 60).

<sup>29</sup> M. Borowiecki, Z. Pytasz, E. Regała, *Bez paniki!*, Łódź 2012, p. 16.

Majority of the society, including school youth, obtains the information of the phenomenon of terrorism from the mass media; consequently, in the absence of the competent assessment of the information, the perception of the objective reality may be distorted.

The definition of the notion of “antiterrorist education” states that it is a theoretical concept as well as a social experience, which purpose is first of all, the fostering and teaching starting at an early age, but also to develop the consciousness about the contemporary dangers, the ability to recognize and to avoid the dangerous situations as well as the development of the competent attitude and behavior in the situation of the impending terroristic acts.

The fundamental issue that underlies the problem antiterrorist education is not the absence of knowledge and competence but in the consciousness and attitudes of the society toward terroristic threats. Polish society suffers from the deficiency of the alertness, the proof of which is the disregarding of the security rules in public places, such as shopping centers, depots, public communication as well as leaving carelessly unattended luggage or ignoring objects left unattended. It is important, that everybody was able to recognize the threat and to react in a case of imminent danger, as well as to know what to do about unattended baggage or a parcel.

The lack of alertness of the Polish society is caused by the fragmentation of the knowledge and the absence of consciousness of young people as well as by the level of the knowledge and consciousness of the adults. The education of the preventing acts of terrorism is a complex subject and requires the use of adequate schemes and methods, as well as applying special ways and means.

To this end, the program authored by the team of the Terrorism Research Center was established – “Everybody is a resource for AT” Every person has the ability to have a part in terrorist counteractivities as long as possesses the adequate tools, that is, knowledge, attitude and skills. Main goal of this program is to create the mechanisms of conveying above mentioned tools, while its realization is done by conducting the research on the chances of schooling and developing the knowledge and the skills of the general public, functionaries, security personnel of the private sector, as well as Institutions that provide the security. Another important objective of the program is the improvement of social consciousness on the intrinsic nature of the threats, behavioral canons in a case of the occurrence of the threat, as well as the ways and means of governmental participation in

counteracting and fighting the terrorism. It has enormous significance in creating the social comprehension and support for the actions of services and institutions assuming the concept of the functioning of antiterrorist system on the base of proportionality, adequacy and complementariness.

Moreover, as terrorists choose the locations and victims at random; everybody should have the ability how to recognize the threat and how to react in the situation of the endangerment. Concluding, it should be a place in the school education for developing the consciousness of young people for possible occurrence of the terroristic threat, on conveying truthful and unbiased knowledge about modern endangerments and acquiring practical skills of managing the threats by themselves.

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