



Child Protection Environmental Audit Guidelines

DISCLAIMER:** This document is intended to provide an overview of considerations when conducting a school environmental audit for child protection purposes; these considerations must be adapted by the school conducting the audit to address cultural, societal, and other relevant norms. Please note that the criteria and information contained herein are not exhaustive, and **nothing contained herein should be construed as offering legal advice or legal guidance.

- Separate periodic security, emergency, and health and safety audits are the responsibility of school leadership. This audit focuses only on physical and temporal safeguarding concerns.
- Abuse can occur in all schools and may be perpetrated by staff, visitors and other children or youth.
- Audits of school safety, supervision and child protections policies and procedures including codes of conduct, online safeguarding policies, relationships with local providers, and student abuse prevention education are outside the scope of this audit, but are critical to its effectiveness. Additional sample audits can be found on EdPortal.ICMEC.org in [Audits & Checklists](#).
- All safeguarding measures work together to develop a culture of vigilance and improve safety for staff, children and youth. See EdPortal.ICMEC.org for more information on these and related topics.
- Capturing student experience is critical to effective abuse prevention. A student and community safety survey (see Appendix A for sample) prior to audit is good practice. Include students on at least one physical review. Studies show that school is the most common location of sexual victimization by peers. (Young, Grey, & Boyd, 2009).

1. Safeguarding Context

- 1.1 Schools must abide by local and national safeguarding regulations and the standards of their accrediting agency or agencies. As such, the following checklist cannot be considered comprehensive. Schools with nursery or residential accommodation for students are subject to additional scrutiny not included in this audit.
- 1.2 It is incumbent upon all child protection planning to exceed the minimum safeguarding requirements. An ethos of prevention is achieved by striving to prevent all abuse. Risk-benefit assessments should be conducted when allocating resources and prioritizing safeguarding actions recommended by the environmental audit. Available resources should be allocated for situations presenting the highest risk to the most vulnerable populations.
- 1.3 Auditors determine the parameters of their review, which might include physical spaces outside the boundary of the school and locations frequented by students prior to, during or following the school day, or in transit to school. Particular attention should be paid to student gathering spaces on or near campus and vulnerable times such as free periods, transitions, arrival, and release.
- 1.4 Play and independence are intrinsic parts of student wellbeing. It is important to seek a balance when evaluating risk. The goal is not to eliminate risk but weigh risks and benefits. For more information on this see www.hse.gov.uk and [portal resources](#).

- 1.5 Contextual safeguarding should be considered and involves evaluation of wider contributory or causal factors that isolate individuals or groups including: physical spaces, cultural attitudes, parenting behaviors and other environmental problems. These should be discussed as part of the physical audit process and addressed by physical improvements, policies, programs, and curriculum development. (Firmin, Lloyd, & Walker, 2018)
- 1.6 Adequate provision of resources and authority should be given to those completing the audit.
- 1.7 Audit method is direct observation, evaluation of evidence including previous complaints, incidents and safeguarding reports, gathering staff and student opinions, and receptivity to the lived experience of students and staff.
- 1.8 Mitigate risks and develop solutions in ways that do not compromise students' healthy development and right to privacy. Provide space and time for students to be alone if they wish, particularly residential students.
- 1.9 The presence of CCTV cameras should not be considered supervision and provisions should be made for securing CCTV data and obtaining permission for use where needed.

NB: In some countries discussions about extremism and radicalization are part of child protection programs, while in others, those subjects are addressed through codes of conduct, disciplinary policies and legally required anti-radicalization education. The critical issue is not **where these subjects are addressed but **that** they are a considered part of a school's child protection plan.*

2. Timing Factors

- 2.1 It is evident from serious case reviews that safeguarding audits should occur separately from more comprehensive audits or inspections to focus attention on child protection exclusively. Any discrepancies between local requirements and international accrediting bodies should be pointed out to visiting evaluation teams.
- 2.2 Multiple evaluations of the physical space will be required at different times of day. It is important for auditors to observe how and where students interact to determine vulnerable locations and times, *including evaluating crowded conditions when locations at peak capacity.*
- 2.3 Temporal and seasonal considerations impact child protection. Vulnerable times in the school schedule should be considered explicitly and include: arrival and dismissal including early arrivals and late departures (including those by residential students), class transitions, bathroom breaks, mealtime/recess, assemblies, special events, evacuation drills, after school activities, weekend activities, and summer uses of school and grounds. Additionally, changes to routine use or physical space caused by seasonal considerations such as smog/pollution, extreme temperatures or weather (such as, monsoon, sun abatement, ice, etc.) should be considered in this audit.
- 2.4 Vulnerable times may vary by vulnerable student populations. Consider the following vulnerable students: those new to school or country, those perceived as LGBTQ (regardless of whether they identify as such), those with host country language or language of instruction deficiencies, those with learning needs, or special accommodations. Ensure physical accommodations for those with disabilities are provided with dignity and appropriate supervision.
- 2.5 Examine timing and location of previous complaints, reports or incidents through a safeguarding lens.
- 2.6 Particular care should be paid to logistics of staff or students on premises beyond the scheduled school day, such as teachers working late, rehearsals, practices, etc., in order to prevent isolated, unobserved access to a child.
- 2.7 Provision is made for students, particularly residential students, to have time alone if they wish.

3. Cultural Considerations

- 3.1 An explicit school position that sexual harassment is not an inevitable part of growing up and must not be dismissed by adults should be conveyed to staff, students, parents, and the wider school community.
- 3.2 Healthy relationships should be fostered, and unacceptable behaviors (such as sexual teasing) should be challenged rather than normalized on school premises.
- 3.3 Barriers to reporting are discussed with staff, students and parent community. Signposting to local and online resources for reporting and support is provided.
- 3.4 Protective practice reflects cultural norms that may increase student vulnerability. For example, dress code may reflect cultural norms to prevent harassment when traveling to school and prevention curriculum should address gender inequality, social norms around vulnerable groups, and myths about abuse.
- 3.5 Consider provisions for students and/or staff of non-dominant religious faith as there may be special safeguarding vulnerabilities.

4. Location Factors

- 4.1 Physical environment evaluation should include: residential facilities, classrooms, corridors (and width of corridors), medical facilities, food service locations, libraries, storage spaces, locker rooms, infrequently used spaces (e.g., auditoriums or backstage spaces), offices and other places children have access to such as grounds and playing fields, out buildings, other structures such as guard huts, immediate school neighborhood, school bus stops and routes, off campus gathering places, etc.
- 4.2 Pay particular attention to areas where students can be observed without their knowledge at play or engaged in intimate tasks, meeting places that are unobservable or uninterruptable, obscured visibility such as overgrown vegetation, curtains/shutters/sun blocks that may be easily closed, closed doors or obscured windows, and locations where supervision is lacking or insufficient.
- 4.3 Limit the number of entry points to the facilities and outdoor areas where children are present. A security system for visitors should be in place and secure and verified student release policies should be maintained. Classrooms should be lockable from the inside (although doors should be left open in normal functioning, where possible).
- 4.4 Confirm gates, doors to rooms, closets, and other areas are locked when they are not being used. This may need to be included in job descriptions and routines of specific staff members.
- 4.5 Prune trees and shrubbery in areas where children play to prevent obscured lines of sight.
- 4.6 Provide adequate fencing around outside play areas to prevent persons from entering or lifting a child over the fence (generally, >1.8 meters).
- 4.7 Lighting needs vary by time, day and season. Seek explanation for altered fixtures (e.g., unscrewed light bulbs) and repair inoperable fixtures or poorly maintained areas in hallways, walkways, parking lots, and other areas.
- 4.8 Outline potentially problematic locations or situations in preliminary inspection including but not limited to: blind spots and poorly illuminated areas; unsecured locations/gates/doors; obstructed views; cleanliness and maintenance of facilities (including graffiti, and content of graffiti); unsupervised access by outside adults; awareness of possible peep holes or spaces where a camera might be concealed (especially around changing rooms, toilets, jungle gym/recess locations, cloakrooms or shoe changing locations); vulnerable indoor locations (storage spaces, stairwells, nap rooms, and intimate care spaces including diapering stations, toilet stalls (observable and without doors in early years and secured on inside for older students), showers, changing rooms); and vulnerable outdoor locations (roads, gathering places, parked vehicles, blind spots, etc.) and those indicated as unsafe by community survey.

- 4.9 Make provisions for supervised access by outside adults, such as landlords, contractors, or delivery drivers. Escorts avoid leaving adult unsupervised with a student.
- 4.10 Be aware of all vulnerable dual use locations, for example, students tutored in library or different grade levels mixing in an unsupervised or secluded setting, such locker rooms.
- 4.11 Reasonable protection is provided for personal possessions of students and staff (e.g., lockers, cubbies, lockable drawers, etc.).
- 4.12 Child sexual abuse by staff has occurred in plain sight, using hidden cameras, using mobile phone cameras, by opportunistic or planned illicit observation, and in secluded areas. Holes or apparent wear should be investigated thoroughly and repaired. Note that peep holes may not be at eye level. Fully clothed students may also be targeted, for example, when underpants are exposed in play or when changing shoes, or when something embarrassing or secret can be captured on camera and used for coercion.
- 4.13 Closets, storage spaces, showers, offices that contain chairs, mats or space for an adult to be unobserved with a student should be closely examined, locked, or altered.
- 4.14 Encourage staff to arrange rooms so teacher interactions with students are visible through door windows.
- 4.15 Do not allow full obstruction of classroom door windows. Doors without windows should be open at all times.
- 4.16 Separate toilet facilities for adults (staff and visitors) are preferred where practical. Adults should not use student toilets unless performing a regular facility check (for graffiti, peep holes, cleanliness, etc.). Consider replacing student restroom door with right angle 'maze' access to allow auditory monitoring. Age or grade designations may also be appropriate.
- 4.17 Staff understand that abuse and grooming behaviors can happen in plain sight.
- 4.18 It is best to be overly inclusive in evaluating facilities and risks as seemingly non-sexual behavior can be in service of sexual needs such as the observation of children engaged in play or toileting.

5. Staff Training & Community Outreach

- 5.1 Training is provided to all school roles and includes a review of policies and procedures (including trips policies), local laws, and key reporting requirements. Training should include safeguarding (signs of abuse, grooming methods, first responder skills), first aid, fire safety and evacuation, and crisis training appropriate to location (armed or unarmed intruder response, bomb threat, earthquake, severe weather, etc.).
- 5.2 Training is recommended for students in supervisory or leadership roles such as sports captains, mentors, ambassadors, student council, prefects, mediators, etc., and parent volunteer roles such as lodging hosts or homestay families, class helpers, coaches, and tutors.
- 5.3 Train staff, including volunteers, to question any unprofessional or suspicious activity, colleague or visitor. Unsupervised or unbadged visitors should be stopped and courteously escorted to a security point. This emphasizes that child protection is the job of all adults.
- 5.4 For the youngest students, observe staff care routines and how they are used to support children's personal development. Parents should be informed of intimate care procedures that support children to care for their own physical needs, such as dressing, toileting, and maintaining personal hygiene. Staff behavior contrary to care procedures should be questioned.
- 5.5 Staff are trained in attendance and dismissal protocols and the person responsible for following up on absences or initiating missing student procedures is clearly identified. Headcounts are done upon arrival and prior to departure when locations change, both on and off school grounds. Procedures include before and after school activities.

- 5.6 Missing child or child unaccounted for protocols should be known by staff. Physical search checks should be handled promptly and sensitively with appropriate safeguarding protocols in place. A child who is unwell, upset or anxious may be seeking privacy or refuge.
- 5.7 Acknowledge the importance of educators' relationships with children. Establish and enforce a policy that makes all one-on-one contact interruptible and observable. Whenever possible, the "rule of three" should be followed with staff-student meetings (2:1 or 1:2 adult/student ratios).
- 5.8 Policies and procedures exist for students and parents to register complaints and raise concerns. No penalties should occur for complaints raised in good faith. This may take the form of a whistleblowing policy. A confidential central record exists for recording and responding to concerns and is compliant with relevant local and accreditation standards.
- 5.9 Codes of conduct and other safeguarding policies (for example, photography policy) are visibly posted (online and on bulletin board) along with names of designated safeguarding leads. This should include signposting for local and online reporting or help/support lines.
- 5.10 If security staff is armed, a policy exists for securing their weapons and their access to students while armed. Community members who might be armed (e.g., drivers, security details, parents) are aware of school policies, restrictions, and appropriate behavior around students.
- 5.11 Policies on photography of students and use of personal devices such as phones is shared widely and enforced. Policies include the expectation that staff and students must use school WIFI services for online communication and file storage which is subject to review and disciplinary action for misuse. Procedures are in place for monitoring these activities.
- 5.12 For staff households on school grounds, policies exist to address supervision of visitors, contact with students, use of facilities, and appropriate conduct. Regular background checks of all individuals working or living in resident households should be maintained.
- 5.13 All visitors including delivery and maintenance personnel are under sufficient staff supervision to prevent unsupervised access to students or spaces students occupy.
- 5.14 Relationships are fostered with local law enforcement, child protective services, trauma counselors, religious leaders, and child advocates.

6. Audit Actions & Review

- 6.1 Any identified weaknesses or deficiencies should be brought to the notice of School Board through the head of school whose responsibility it is to remedy without delay.
- 6.2 Review notes and itemize practical considerations (e.g., scheduling, budget, structural limitations, resources including time) and determine stakeholders who need to be informed (e.g., landlord, parents, students, etc.). Involve students in risk-benefit assessments where feasible.
- 6.3. Seek and provide opportunity for feedback from those working in or using inspected locations before changes are made (e.g., library or recreational spaces used by students, staff and parents).
- 6.4 Details of site safety audit and visitor access is given to the School Board annually along with other child protection details, including a summary of significant incidents in central record, training given to staff, names of child protection team, details of information and training provided to parents, and count of incidents requiring further intervention, clarification, or review. This should include follow up on staff and students identified for school-based support.
- 6.5 Repeat the audit if inspection was not compliant with local or accreditation requirements, or was lax in uncovering problems, risky locations or times. Once the audit is considered both rigorous and compliant, determine a review date. New inspections should include access to previous audit notes.

7. Resources

Resources used for this audit and for further information:

Resource	Resource Description	Link
Acquaintance Molestation in Youth Serving Organizations, K. V. Lanning, P. Dietz, Journal of Interpersonal Violence, (2014)	Article dispels myths and addresses misconceptions about acquaintance molesters and enables youth-serving organizations to recognize barriers to identification and adoption of best practice in order to do the most the law allows rather than the least the law requires.	EdPortal.ICMEC.org/Risk Management
Addressing Harmful Sexual Behavior in Schools , University of Bedfordshire (2018)	Audit and guidance for identifying organizational response to peer-on-peer abuse through contextual and multi-disciplinary approach.	EdPortal.ICMEC.org/Risk Management
Association of International Schools in Africa Child Protection Handbook (AISA, 2017)	Foundation resource for international schools developed with content experts. Contains modules on recruitment, policies and procedures, multi-disciplinary teams, abuse prevention curriculum, and self-audit tools.	EdPortal.ICMEC.org/Prevention
Child Protection Training Checklist	Provides explicit guidance on purpose, type and content of effective child protection training as part of scheduled, systematic program as laid out by the new standards for child protection.	EdPortal.ICMEC.org/Training for Staff & Volunteers
Educate Against Hate	Practical advice and information on protecting children from extremism and radicalization. Includes teacher, parent and school leadership resources and lesson plans.	Educateagainsthate.com
NSPCC Safeguarding Standards and Guidance (2017)	Safeguarding Standards and Guidance in Education Self-Assessment Tool and extensive repository for additional resources and information including UK case study library.	EdPortal.ICMEC.org/Prevention
NSPCC Protecting Children from Radicalisation	Spotting signs and getting help, advice for adults worried about a child and extensive information for having difficult conversations with children and adults.	NSPCC.org.UK
Peer-on-peer Abuse Toolkit, Farrer & Co., 2017	Peer-on-peer abuse guidance and template policy, includes information for schools on evaluating contextual safeguarding concerns.	EdPortal.ICMEC.org/Risk Management
Policy and Audit Guide for Protecting Children , United Educators (2016)	Guide to establishing a comprehensive risk management program including prevention strategies, responses to allegations and incidents.	EdPortal.ICMEC.org/Risk Management
Royal Commission into Institutional Responses to Child Sexual Abuse	Five year study of organizational abuse across Australia. Findings published in 17 volumes. Executive Summary provides recommendations in series of standards. Applicable standard is Standard 8, executive summary, page 109/110.	EdPortal.ICMEC.org/Child Protection News
Serious Case Reviews	Internal reviews of serious cases of educator abuse.	EdPortal.ICMEC.org/Serious Case Review
Various international school safeguarding policies and procedures	Sample variety of policies related to child protection including codes of conduct, acceptable use of technology, photography, whistleblowing and attendance/missing child policies.	EdPortal.ICMEC.org/School Policies

Sources:

[Adolescents' Experiences of Sexual Assault by Peers: Prevalence and Nature of Victimization Occurring within and outside of School](#) (Young, Grey, Boyd, Journal of Youth Adolescence (2009) 38:1072-1083, [Allegations Against Adults who Work with Children](#), Essex County Council (2010), Ofsted, Further education and skills inspection handbook, July 2017, No. 150076, [Independent School Inspectorate](#) reports, [Sexual Harassment and Sexual Violence Experiences Among Middle School Youth, AERA Presentation](#), (2014), [Sexual violence and sexual harassment between children in schools and colleges](#) (Department for Education, UK, December 2017),

We wish to thank the following content experts for serving as peer reviewers of this audit: Ray Davis, MA, CIS; Tim Gerrish, OBE, ICPA; Carlene Firmin, Ph.D.; Kenneth V. Lanning, FBI, retired, CAC Consultants and the International School of Basel for early feedback.

Appendix A

Sample Student & Community Child Protection Survey Questions

- An age appropriate student and community survey prior to the physical inspection is good practice. Be sure to include demographic data (gender as well as grade).
- Have discussions with staff, students and parents to gather information. Treat complaints or concerns that are shared with confidentiality and assume good faith.
- Girls experience more abuse in school settings, but boys are less likely to report abuse. Avoid perpetuating myths that focus on girls as victims and boys as perpetrators.
- Seek out vulnerable populations for specific experiences and concerns (for example, special needs students, students who are perceived as LGBTQ, minority religious groups, those with language deficiencies, etc.)
- Student voice may be captured by: online survey, group representatives and student leaders, meetings with students with special educational needs and/or disabilities. Provide assurance of confidentiality except in cases where child has been harmed or is at risk of harm. Assume reports are made in good faith. Take anonymous allegations and suggestions seriously.
- Child Protection survey may be included in a wider survey on school climate.
- Tailor questions and responses to your location and unique contexts.
- Allow multiple responses, and include options for additional answers such as other _____, I don't know, and, I'd prefer not to say.

Sample questions to evaluate vulnerable times and gaps in supervision are asked of students, parents, and staff.

- I (my child, our students) generally feel safe at school (most of the time). (agree/disagree)
- I feel safe traveling to school. (may include questions about seat belts, bus stops, supervision)
- I feel safe after school. (agree/disagree)
- I feel my child is safe at school/traveling to school/after school. (may include questions about supervision, driver safety, seat belts, bus stops, etc.)
- There are times I feel unsafe at school. (agree/disagree)
- When I feel unsafe it is usually because of: other students' behavior, a lack of supervision by adults, my own behavior, adult behavior, presence of strangers or unknown adults, presence of older students, due to unsafe physical surroundings, other _____, I'd rather not say.
- I have seen or experienced bullying or harassment during school. (may wish to define these terms to age appropriate descriptors) (agree/disagree)
- I have seen or experienced bullying or harassment during school or on a school trip away from school. Tick all that apply: verbal teasing, jokes, name calling, touching without permission, hugging or kissing without permission, pushing/hitting/pinching, other _____, I'd rather not say.
- When did bullying or harassment occur? (online, on a school trip, before school, during class time, using hall pass/on bathroom visit, between classes, break time/recess, after school, other _____, I'd rather not say) Mark all that apply.
- How upset were you when this occurred? (I wasn't upset, I was a little upset, I was very upset)

- Are trusted staff members available to talk to when you have concerns or want to talk about bullying or harassment?
- Do staff take complaints seriously and respond appropriately to all your safety concerns? (agree/disagree) Comments:_____.

Sample questions to evaluate vulnerable locations.

- There are locations I feel unsafe at school. (agree/disagree)
- There are locations I have been on a school trip or away from school where I feel unsafe. (agree/disagree)
- I feel unsafe because of: other students' behaviors, poor lighting, lack of supervision by adults, my own behavior, adult behavior, presence of strangers or unknown adults, presence of older students, due to unsafe physical surroundings, other_____, I'd prefer not to say.
- Have you seen or experienced bullying or harassment at school? (may wish to define these terms to age appropriate descriptors) (agree/disagree)
- Where did the bullying or harassment occur? (online, on school trip, at home, classroom, hallway, bathroom, locker area, gym, dining area/cafeteria, outdoors, on a school bus, etc, other_____, I'd rather not say.) Mark all that apply.
- How upset were you when this occurred? (I wasn't upset, I was a little upset, I was very upset)
- Identify staff member and online resources on survey form for students who want to talk about bullying or harassment, or need additional information.

Sample questions to evaluate abuse prevention education and knowledge of child protection roles.

- I have a trusted adult at school (someone I can talk to when I'm worried). (agree/disagree)
- I know what bullying and harassment are. (agree/disagree)
- When I see bullying or harassment of other people I: don't participate, tell them to stop, see if victim is okay, tell a friend, tell an adult, tell my parent/s, keep it secret, other_____, I'd rather not say.
- When I experience bullying or harassment myself, I: tell them to stop, tell a friend, tell an adult, tell my parent/s, keep it secret, other_____, I'd rather not say.
- Bullying and harassment are not accepted by teachers or staff. (agree/disagree)
- Bullying and harassment are not accepted by students in this school. (agree/disagree)
- I know how to report bullying or harassment. (agree/disagree)
- I have access to a trusted staff member, multiple trusted individuals to disclose concerns to, and a way to report harm anonymously. (agree/disagree)
- This school actively promotes healthy and positive relationships, gender equality and acceptance of difference. (agree/disagree)
- When incidents of harm occur, the school responds quickly to address concerns of students and parents are notified. (agree/disagree)

Additional data that may be of interest includes questions about whether adults value student views and opinions, know students well enough to detect if something isn't right, can identify if students are not reporting because they expect adults to identify misconduct.

Appendix B

Sample Environmental Safeguarding Evaluation Form

Building/Campus Location Assessed: _____

Time Observed (before school, during class time, during transitions/breaks, after release): _____

INTERIOR SPACES RISK ASSESSMENT (evaluate space for safety, lighting, seclusion)				
Location	Acceptable Unacceptable Review	Notes	Action by	Reviewed
Entrances/Lobbies _____				
Hallways* _____ *sometimes used for changing				
Locker areas* _____ *sometimes used for changing				
Cubbies and cloakrooms _____ *sometimes used for changing				
Security/guard spaces				
Store or uniform/supply shop				
Stairs/stairwells _____				
Storage _____				
Facilities/janitorial locations				
Bathrooms and changing facilities				
Student toilets (secured inside)				
Visitor/staff toilets				
Handicapped facilities				
Nursing or diapering space				
Locker rooms/cloak rooms				
Dining areas or cafeterias including student accessible food preparation areas				

INTERIOR SPACES RISK ASSESSMENT cont. (evaluate space for safety, lighting, seclusion)				
Location	Acceptable Unacceptable Review	Notes	Action by	Reviewed
Teaching location: _____ Evaluate all classrooms, auditorium, library spaces, counseling & health offices, gymnasium, music practice rooms, dance studios, computer labs, and any spaces where adults work with students.				
Observable (windows in doors)				
Interruptable (doors open or unlocked)				
Interior storage space (lockable?)				
Blind spots/high risk areas identified?				
Lockable from inside for emergency				
Computer screens are visible				
Non-teaching location: _____ Evaluate and monitor for safety.				
Study spaces and student lounges				
Staff room or kitchen				
Meeting or presentation rooms				
Copy/printing room				
Weight room/fitness space				
Auditorium backstage				
Prayer/reflection/quiet space				
Storage or supply closets				
Facility spaces (trash collection, recycling, etc.)				
Teaching and non-teaching locations not in use are locked or observable				
Other _____				
Other _____				

EXTERIOR SPACES RISK ASSESSMENT (exauluate space for safety, lighting, seclusion)				
Location	Acceptable Unacceptable Review	Notes	Action by	Reviewed
Outdoor entrance area/patio				
Parking				
Dining areas				
Teaching areas				
Recreation areas				
Playground/s _____				
Playing field/s _____				
Courts _____				
Bleachers/stands/seating areas				
Scoreboards/announcer seating				
Pools/water features				
Officiating locations				
Exterior showers/changing facilities				
Equipment storage areas				
Coaching or staff offices outside main building				
Paths/outdoor 'hallways' & common shortcuts				
Balconies, decks, patios				
Landscaping (below 1 meter or above 2 meters)				
Vegetation obscuring windows or creating obstructed views, hiding place				
Sheds/storage				
Lighting (needs vary by time, day and season)				
Fencing (minimum height _____)				
Rooftop spaces				

Trash collection/recycling locations				
Security buildings and break areas				
Weapon storage/safe, if applicable.				
Adjacent spaces with public access.				
Other _____				
Other _____				
ARRIVAL & DEPARTURE LOCATIONS (evaluate for safety, supervision, and seclusion)				
Location	Acceptable Unacceptable Review	Notes	Action by	Reviewed
Review bus stops and routes				
Review supervision on vehicles, and driver supervision (CCTV, if applicable)				
Evaluate supervision at school location				
Evaluate on/off loading procedures				
Ensure vehicles locked when not in use				
Other: (seat belts, etc.) _____				
Review procedures for those traveling by car				
Unknown or impaired adult policy				
Parent and driver gathering points				
Review safety of those traveling on foot				
Review safety of those traveling by train				
Security/CCTV coverage				
Review to determine if student privacy violated				
Review to determine effectiveness				
Investigate obstruction or tampering				
Other _____				
Other _____				