



APPENDIX J: SCHOOL SAFETY AUDIT CHECKLIST for SUPPORTING POSITIVE STUDENT BEHAVIOUR

The goal of this safety audit checklist is to determine if there are safety factors in the classroom, on the yard, in the school building in general, which could become a further safety risk for staff and/or students, should a student or students be exhibiting unsafe behaviours.

Safety Factor	Notes
School grounds, Exterior of the school	
Hidden areas adjacent to the building which might provide cover for students trying to hide, i.e. shrubbery, are considered in supervision.	
The fenced area of the school yard responds appropriately to student needs.	
School grounds are free of objects such as large rocks, bricks, etc. which could be used as projectiles.	
Recreation and common areas are well supervised during use.	
Supervisors on the yard are clearly identifiable (via a reflective vest, etc.).	
The designated area for accessing transportation has adequate space and clear sightlines for supervisors to monitor for safety.	
There is a system in place to notify staff and students on the school grounds of fire alarms; bomb threats; lockdowns; calls for shelter-in-place, hold and secure, or evacuation; and any other school-wide emergency.	
Interior of School Buildings	
Students who need them have designated safe spaces in the school.	
Students have access to self-regulation tools.	
Bathrooms are easy to supervise and to access with a key if locked.	



Areas for storing medication, supplies such as medical and cleaning supplies, are kept locked at all times. This includes boiler rooms, custodial closets, and other storage rooms.	
All knives and sharp objects are secured in an area which is locked when not in use, including those found in staff rooms.	
Cabinets, cupboards and closets are lockable where necessary, including those large enough to hold a student trying to hide.	
Students are appropriately supervised if they are using materials found in a kitchen, shop, science lab, studio and gymnasium, in particular.	
Students access the staff room only with supervision.	
The size and layout of washrooms are considerations in addressing students' toileting needs.	
Students have an appropriate area to store backpacks and coats.	
There is a system in place to notify staff and students in any area of the school building of fire alarms; bomb threats; lockdowns; calls for shelter-in-place, hold and secure, or evacuation; and any other school-wide emergency.	
Within Classrooms - materials, equipment, resources	
The classroom minimizes unnecessary stimulation by: <ul style="list-style-type: none"> - organizing supplies and work spaces; - using muted lighting. 	
Large pieces of furniture which can be tipped are secured.	
Clear routines for material/equipment use have been established.	
Alternative learning materials (e.g., safety scissors) are being used.	
Objects which can be used as weapons, or thrown, and which could cause injury, are secured out of reach.	
Conduits and IT wires are securely anchored.	
Plan for safety of equipment has been established (e.g. computer hardware, specialized equipment).	



All staff have means/access to keys to lock and unlock the windows/doors.	
Within Classrooms - proactive practices	
There is a system in place that allows staff to immediately summon assistance: <ul style="list-style-type: none"> - PA system - Classroom phone - Cell phone - Walkie-talkies 	
All students have been given clear expectations for behaviour.	
The classroom activities reflect a differentiated instruction approach.	
The classroom incorporates a variety of prompts such as visuals, modeling and cueing for work and behaviours.	
The classroom minimizes unnecessary stimulation by minimizing unnecessary noises, sounds.	
Students have access when required to a supervised safe space in order to regulate, using appropriate strategies.	
The classroom has a seating plan which is responsive to student needs.	
Students have regular access to nutrition as required.	
There is a positive reinforcement schedule in place to increase adaptive behaviour(s) in the classroom.	
Transitions to and from the classroom, including school arrival, departure, washroom and other breaks, have been established and practiced.	
In-class movement procedures have been established.	
Movement between staff and student (e.g., furniture placement, strategic seating plan) has been established.	
There is a communication system in place to notify parents/guardians of student daily progress.	



Unsafe behaviour data is tracked and analyzed using an Antecedent/Behaviour/Consequence data collection tool for a target behaviour.	
Procedures for moving the class away from student/situation of risk (or removal of the student from class, when possible) have been established.	
Staff have training required to address unsafe behaviours, which could include Behaviour Management Systems (BMS); Applied Behavioural Analysis (ABA), Supporting Positive Student Behaviour: Safety for All Administrative Procedure; Suicide Prevention Protocol.	
Staff are wearing Personal Protective Equipment (PPE) as prescribed.	
Safety Plans for students have been co-created with, and communicated to, parents and all staff who have contact with these students.	
Field Trips, Work placements	
Students are provided with clear expectations and are prepared (e.g. transition supports, discussion of potential eventualities) for all school field trips and/or special events.	
Students' safety plans have been provided to all appropriate supervisors for review before the excursion.	
Emergency contact information for students is readily available to supervisors.	
Permission forms indicate to parents clear expectations for students, and contingency plans should these expectations not be met.	
Appropriate supervision has been allocated, reflecting Board policy, student safety plans and other student needs.	
Provisions have been made for supervisors to summon immediate assistance, if necessary.	