

POLICY

CHILD PROTECTION

&

SAFEGUARDING



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1. Rationale

The Atlantic Hall Educational Trust Council, Board of Governors, management and staff recognize that for our students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse. The Atlantic Hall is committed to Safeguarding and Promoting the Welfare of all of its students. Each students' welfare is of paramount importance.

Our school will therefore:

- Establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to.
- Prevent impairment of children's health or development.
- Ensure that students know that there are adults within the school who they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities, which equip students with the skills they need to stay safe from abuse.
- To educate the students how to keep themselves safe through the PSHE curriculum
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues.

We aim to :

- To develop and promote effective holistic working relationships with other agencies such as the Lagos State Department for Social Services, Lagos State Domestic & Sexual Violence Response Team (DSVRT) Police and relevant / applicable Children's Services.
- To ensure that all adults within our school who have access to children or, who have access to information, data or meetings concerning children have been checked as to their suitability via their references and background checks where possible (See 'Safer Recruitment Section')

This policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.

2. Definition of safeguarding

Safeguarding and promoting the welfare of children is defined in the Department for Education's *Keeping Children Safe in Education* (September 2021) as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

3. Purpose of Safeguarding

Every student should feel safe and protected from any form of abuse which, in this policy, means any kind of physical abuse, emotional abuse, sexual abuse or neglect. All children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality, or beliefs. No child or group of children should be treated any less favorably than others in being able to access services which meet their particular needs.

Through PSHE programs, topics and discussions our students are encouraged to gain an understanding of what constitutes acceptable or unacceptable behaviour on the part of adults or other students. We support them in developing their own self-confidence and assertiveness, including awareness of the age of consent and abuse of trust. They are informed about this policy and of the various sources of help available at School. Students are also made aware of external sources of support.

4. Legal framework underpinning this policy

This policy takes full account of the Lagos State Safeguarding & Child Protection Policy which was drawn upon the basis of the Law and guidance that seeks to protect children namely:

1. Convention of the Rights of the Child (1989)
2. African Charter on the Rights & Welfare of the Child (1999)
3. Child's Rights Act (2003)
4. Lagos State Child's Rights Act (2007)
5. Prevention Against Domestic Violence Law (2007)
6. Criminal Law of Lagos State (2011)
7. The Family Court of Lagos State (Civil Procedure) Rules (2012)
8. EO/BRF/005OF2014, Lagos State Sex Offenders Monitoring Programme & Mandated Reporting (2014)

5. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them. Safeguarding is Everyone's Responsibility. Child protection and Safeguarding is the responsibility of all adults and especially those working with children. This includes both teaching and non-teaching staff.

There are however, key people within our school and the Local Authority who have specific responsibilities under child protection procedures.:

a) Governing Body

The Governing Body ensures that:

- The school has a child protection policy and procedures in place that are in accordance with school policy, and the policy is made available to parents upon request;
- The school operates safe recruitment procedures and makes sure that all reasonable checks are carried out on staff who work with children; the school has procedures for dealing with allegations of abuse against staff that comply with school employment policy and contractual procedures.
- Atlantic Hall has a named individual (Principal) or, Committee for overall Child Protection/Health and Safeguarding who meets with the Designated Officer regularly;
- The Designated Person to take lead responsibility for child protection and reports through the Principal to the Full Governing Body
- Atlantic Hall undertakes to organize relevant training to the full Governing Body annually or as required and that staff undertake appropriate child protection training.
- The school remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- The Education Committee Chairman is nominated to be responsible for liaising with the Designated Person and HR Manager in the event of allegations of abuse being made against the Principal
- The school reviews their policies and procedures annually and provide information to the Education Committee about them and about how the above duties have been discharged.

b) Principal

The Principal ensures that:

- the policies and procedures adopted by the Board of Governors and Trust Council are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- staff and feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.

c) Designated Safeguarding Lead– ‘Designated Person’

The Senior Member of Staff with Designated Responsibility for Safeguarding and Child Protection ensures that he /she or, the designated officer refers cases of suspected abuse or allegations to the relevant authority

- Acts as a source of support, advice and expertise within the educational establishment;
- Liaises with the Principal to inform him of any issues and ongoing investigations and ensure there is always cover for this role;
- Keeps detailed accurate written records;
- Ensures the child protection policy is updated and reviewed annually and work with the governing body regarding this;
- Recognizes how to identify signs of abuse and when it is appropriate to make a referral;
- Has a working knowledge of how the policy operates, the conduct of a child protection case conference and be able to organize and contribute to these;
- Ensures that all staff have access to and understand the school’s child protection policy;
- Ensures that all staff have induction training;
- Obtains access to resources and attend any relevant or refresher training courses at least every two years.
- Liaises with the named Governors for Safeguarding and Child Protection.

d) Data Manager (Vice principal-Student Affairs)

The Vice principal Student affairs is responsible for maintaining correct information on students.

e) Premises Management (VP –Administration)

The **VP Admin** is responsible for maintaining the safety and security of the site and ensuring safe access for all students and ensuring full compliance of the school’s ‘Health & Safety Policy’.

f) ICT Management (Appropriate Access)

The ICT Manager is responsible for maintaining safe systems of internet access, blocking any undesirable (eg pornographic, racist, violent) sites.

g) All Staff

- fully comply with the school’s policies and procedures
- attend appropriate training
- inform the designated persons of any concerns

6. Recognizing Abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm.

Categories of abuse include:

1. Physical abuse
2. Emotional abuse
3. Sexual abuse
4. Neglect
5. Bullying & Cyber-bullying (including social media)
6. Female Genital Mutilation ('FGM')
7. Forced marriage
8. 'Honour-based' Violence
9. Preventing Radicalisation
10. Child sexual exploitation

A Possible signs of physical abuse

1. Unexplained pattern of absences which may serve to hide bruises or other physical injuries
2. Unexplained injuries or burns, particularly if they are recurrent
3. Refusal to discuss injuries
4. Improbable explanation for injuries
5. Untreated injuries or lingering illness not attended to
6. Disclosure of punishment which appears to be excessive
7. Shrinking from physical contact
8. Fear of returning home or of parents being contacted
9. Fear of undressing
10. Fear of medical help
11. Aggression / bullying
12. Running away from home
13. Significant changes in behaviour with no apparent explanation
14. Deterioration in work

B Possible signs of emotional abuse

1. Change in personality
2. Continual self-deprecation
3. Fear of new situations
4. Inappropriate emotional responses to painful situations
5. Self-harm or mutilation
6. Drug / solvent abuse
7. 'Neurotic' behaviour – obsessive rocking, thumb- sucking etc
8. Social isolation – does not join in and has few friends
9. Desperate attention seeking behaviour
10. Eating problems, including over-eating and lack of appetite
- 11 Depression, withdrawal

C Possible signs of neglect

1. Constant hunger
2. Poor personal hygiene
3. Inappropriate clothing
4. Frequent lateness or non-attendance at school

5. Untreated medical problems
6. Low self-esteem
7. Poor social relationships
8. Compulsive stealing or scrounging
9. Constant tiredness
10. Weight loss

D Possible signs of sexual abuse

1. Bruises, scratches, burns or bite marks on body
2. Scratches, abrasions or persistent infections in the anal or genital regions
3. Pregnancy – particularly in the case of young adolescents who are evasive concerning the identification of the father
4. Sexual awareness inappropriate to the child's age shown in drawings, vocabulary, games etc
5. Frequent public masturbation
6. Attempts to teach other children about sexual behaviour
7. Refusing to stay with certain people or go to certain places
8. Aggressiveness, anger, anxiety, tearfulness
9. Withdrawal from friends

Safeguarding SEND students

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse or neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with special educational needs and disabilities can be disproportionately impacted by things like bullying -without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

You must always be prepared to support SEND pupils in expressing any concerns they may have and be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

If you have a mental health concern about a student that indicates they may be suffering, or at risk of suffering serious harm, you must contact the Designated Safeguarding Lead immediately.

7. Concern reporting process (See Appendix A)

7a CONCERN ABOUT A STUDENT

1. Peer on peer abuse

Abuse can take place between students and this type of abuse can be physical, sexual or emotional in nature. Peer abuse is not tolerated at Atlantic; it will not be tolerated; abuse is abuse and must not be passed off as 'banter' or as 'part of growing up'. Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy. If the threshold does not reach the level to constitute a safeguarding investigation, perpetrators will be dealt with in accordance with our Behaviour Policy.

Children may be particularly vulnerable in a boarding residential settings. All staff should understand that just because there are no reports of peer on peer abuse, that it does not mean it is not happening, it may simply mean that it is not being reported, therefore it is vital that staff report *any* concerns relating to peer on peer abuse to the DSL immediately.

2. Dealing with allegations against a student- Responding to Disclosure

Disclosures or information may be received from students, parents or other members of the public (e.g. family friends). School recognizes that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated persons and make a contemporaneous record as soon as possible following the disclosure (See Appendix-A).

Action A:- Report of concern to a Staff (Teachers/Houseparent/Counsellor) (See appendix-A)

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated persons in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information if necessary (carefully & sensitively)
- keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened'? (Rather than 'Did x hit you?') try not to show signs of shock, horror or surprise
- do not express feelings or judgments regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told but the information does have to be passed onto relevant members of staff
- explain what will happen next and that the person will be involved as appropriate

Action B:- by the Designated Safeguarding Lead or DSL team member (or other senior person in their absence)

Following any information raising concern, the senior designated persons **will consider:**

- any urgent medical needs of the child
- discussing the matter with other agencies involved with the family (if applicable)
- consulting with appropriate persons e.g. Social Services / Police
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- whether to make a child protection referral to the DSVRT/ police because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate/beneficial to undertake an assessment (e.g. formal review) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented.

Action C:- following a child protection referral

The designated Safeguard Leader or other appropriate member of staff will:

- provide a report for, attend and contribute to any subsequent Child Protection Conference / Investigation
- where possible, share all reports with parents prior to meetings unless this is deemed against the child's best interests
- where a child who is the subject of a child protection concern moves from the school or goes missing, immediately inform the key worker in Children's Services (Lagos State) / DSVRT.

We recognize that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

3. Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a SEPARATE 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Principal and senior designated persons. We will endeavor always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

7b CONCERNS ABOUT AN ADULT

(Dealing with allegations against teachers, or, other members of staff) –See Appendix -B

Reporting concerns about an adult applies when staff have, or are alleged to have:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child or,
- has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.
- We will apply the same principles as in the rest of this document and our Staff Handbook

When you report a concern of this nature you can expect:

1. the concern to be taken seriously;
2. your identity to remain confidential (if this is your wish), unless you are later required to act as a witness in court proceedings;
3. to be protected as far as possible from victimization or harassment;
4. for an initial inquiry to take place to identify any action necessary;
5. the Police to be involved if the concern relates to abuse or neglect or the potential commission of a crime;

6. written confirmation that your concerns has been received and is being dealt with; and
7. to be informed of the final outcome where possible, subject to the constraints of confidentiality and legal advice.

If you feel the School is not dealing with a matter in accordance with our procedures, you should follow the Whistleblowing Procedure.

How to raise a concern about an adult (See Appendix-B)

1. If you have child protection concerns about the behaviour of a colleague, or about a School practice, which is likely to put students at risk of abuse or other serious harm, you **must** report it immediately, using one of the steps outlined below:
2. **Allegations against staff, volunteers or contractors:** If you are making an allegation or complaint against any member of staff (including the DSL), volunteer or contractor, you should report it immediately to the Principal. The P r i n c i p a l may, if appropriate, liaise with the DSL about an allegation concerning a staff member.
3. **Allegations against the P r i n c i p a l :** If you are making an allegation against the P r i n c i p a l , you should report it to the Governor of Safeguarding – Mrs Osaghae, without notifying the Principal. (See Appendix-C)
4. Allegations against a staff member who is no longer working at the School or no longer teaching will be referred to the police and any relevant authorities.

Reporting low level concerns.

Concerns that do not meet the harm threshold are called low level concerns. Examples of these could be using inappropriate language with pupils, being over-friendly, showing favouritism etc. Low level concerns should still be reported to the DSL in order to encourage an open and transparent culture, enabling the School to identify concerning, problematic or inappropriate behaviour early, to minimize the risk of abuse, and to ensure that adults working in or on behalf of the School are clear about professional boundaries and how to act within those boundaries.

All low-level concerns reported to the DSL will be recorded. The record will include details of the concern, the date of the concern, the context in which the concern arose and the action taken. The name of the individual sharing the concerns will also be noted (although if the reporter wishes to remain anonymous this will be respected as far as possible). All records will be kept confidential.

8. Safeguarding Management

Atlantic Hall follow rigorous procedures to ensure that the welfare , safety and security of s t u d e n t s is paramount. These include the following:

Providing a Safe and Supportive Environment

1. Safer Recruitment and Selection

The school pays full regard to ensure that all appropriate measures are applied in relation to everyone who works in the school and who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinizing applicants, verifying references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

2. Safe Practice

The school commits to reviews regularly its Staff Code of Conduct Policy which sets out our requirements for relationships with students and expectations of staff.

3. Safeguarding Information for students

Students are regularly informed of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect themselves from harm. The school's arrangements for consulting with and listening to students are; the tutor system, Student Representative Council, school prefecture, peer support schemes, mentoring and counselling services. Ensuring students are aware of these arrangements and the staff involved. Awareness orientation forms a major part of the Induction programme for the New Intake. This is followed up in tutor time, assemblies, weekly bulletins, PSHE and Daily Notices

4. Partnership with Parents

The School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see Action by Senior Designated Person).

We encourage parents to discuss any concerns they may have with the relevant pastoral team members e.g. Tutor, Head of Year, SLT and Counselling services. We make parents aware of our policy via the school brochure, prospectus, PTA and newsletters. Parents are made aware that they can view this policy on request or on the website.

5. Partnerships with others

The school recognizes that it is essential to establish positive and effective working relationships with other agencies as and where they exist and are practicable e.g. Lagos State DSVRT, Social (Children's) Services, Police, Health Personnel. These relationships are continually nurtured and developed.

Further information is available upon request from the Director of Boarding

6. School Training and Staff Induction

The school's DSL team and HR work together to ensure all staff members are fully inducted and trained on the school's child protection and safeguarding policies

In addition, the Principal and all other school staff, undertake appropriate online Educare training to equip them to carry out their responsibilities to support child protection effectively, which is kept up to date by refresher training. (The HR Manager holds a Central File of all training dates and details).

7. Support, Advice and Guidance for Staff

Staff will be supported by the Designated Safeguarding Lead team (See Appendix-C). They are in turn supported by the SLT and the Designated Governor – (See Appendix-C)

9. Whistleblowing:

You should always feel able to raise concerns about poor or unsafe practices and potential failures in our safeguarding regime. If you have concerns that we are not dealing with a child protection matter in accordance with our stated procedures, you should raise it under the School's Whistleblowing Policy. There will be no retribution or disciplinary action taken against you for making such a report provided that it is done in good faith. Malicious allegations may be considered as a disciplinary offence.

10. Safeguarding contact details

Our Designated Safeguarding Lead (DSL) is Ms Bola Adeniji. The Assistant Safeguarding Leads is Mrs Esther Akinjogbin .(See Appendix-C) They are the first point of contact for any safeguarding matter relating to students . If they are not available, the Principal should be contacted

Policy Reviewed: May , 2022

Next Policy Review: May, 2023

APPENDIX-A**ATLANTIC HALL SCHOOL**Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to the DSL if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Year group	Your name and position in school

Nature of concern/disclosure	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	
Which part of the body is the injury located and its approximate size? Y	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to? Name: Position:	
Your signature: Time: Date:	
Action Taken by DSL	

Remember:

ask "open" questions and not leading questions, that is, a question which suggests its own answer. listen carefully and keep an open mind. do not take a decision as to whether or not the alleged abuse or neglect has taken place.

Please also include a note of any other evidence, for example, written notes, items of clothing or mobile phone messages relating to the matter.

APPENDIX-B



ATLANTIC HALL SCHOOL

SAFEGUARDING CONCERN FORM (For Staff use)

Concern (Provide as much detail as possible)

NAME (Optional)					
Date		Time		Day	

(FOR DSL USE ONLY)

Further action required	Date of action	Action taken by

Date given to DSL		Time given to DSL	
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Name of DSL		DSL Signature	
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APPENDIX – C

DBS - Disclosure and Barring Service PO Box 181 Darlington DL1 9FA (UK employment check)

The Board of Governor representative responsible for Child protection and Safeguarding is Mrs Osaghae

Safeguarding Child protection and mental health team:

The Designated Safeguarding Lead is Ms Bola Adeniji

Assistant Designated Safeguarding Lead- Female (Mrs Esther Akinjogbin

Assistant Designated Safeguarding Lead- male (Mr Seun Adewoye)

Head Mental Health Officer-Mrs Akinjogbin

Assistant Mental health Officer & Counsellor –Mr Femi Omotayo

APPENDIX-D



ATLANTIC HALL SCHOOL

Accident Reporting Form

1. Name of supervising teacher/staff/senior student: _____
2. Date filed: _____
3. Date of accident occurrence: _____ Time: _____
4. Accident location: _____
5. Name of the injured staff/student: _____
6. Victim's address: _____
7. Nature of injury: _____
8. Brief description of accident (including the activity which the victim was carrying out):

9. Witness's name (state his/her association with the injured): _____
10. Emergency procedure taken: _____
11. Notification of parents or guardian (indicate the person notified): _____
12. Type of medical attention received (if any): _____
13. Where did the victim receive medical attention (school sick bay or the school's affiliated hospital)?
14. Who gave the immediate medical attention – School Nurse or private physician?
15. How can this type of accident be prevented in future?

Reporter's signature/date: _____/_____

APPENDIX-E(Section 1)



ATLANTIC HALL SCHOOL

School Incident Analysis Form

Date of incident: _____ Time of incident: _____

Incident type: Injury Disease Fatality Near-miss ☐

Location of the incident: _____

Reporter's name: _____

Victim's name: _____ Sex: _____

Victim's class/department: _____

Victim's hostel/home address: _____

Activity at the time of incident: _____

Who witnessed the incident? _____

Appendix E Section 2: Part of the body injured or affected (tick as appropriate)

Skull	Jaw	Abdomen	Shoulder	Wrist	Knee	Foot	Eye	Neck
Back	Upper arm	Hand	Thigh	Toe	Nose	Spine	Pelvis	Elbow
Finger	Lower leg	Ankle	Mouth	Chest	Forearm	Hip	Others	

Nature of incident (tick as appropriate)

Puncture	Bruise	Amputation	M/sprain	Trauma	Laceration	Dislocation	Burn	Insect bite
Fracture	Abrasion	Respiratory	Foreign body	Irritation	Heat stress	Cold stress	Hearing loss	Infection
Others								

Condition/Action that led to the incident (tick as appropriate)

Unsafe conditions:			
Congested classroom	Congested hostel	Defective basketball court	Defective football field
Defective electrical wiring	Defective bed	Defective electrical appliance	Defective sporting kit
Poor weather condition	Collapsed wall	Carelessly stored chemicals	Defective machinery
Unsafe school policy	Poor housekeeping	Poor floor surface	Others:

Unsafe Acts (action or inaction that contributed to the incident)

Improper use of material	Use of drug/alcohol	Horseplay	Policy violation
Performing unauthorized task	Poor lifting	Running/rushing/acting in a haste	Use of unsafe tool
Use of unsafe equipment	Use of unsafe learning aid	Others	

Probable recurrence (tick as appropriate)

Major	Occasional	Frequent
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Loss severity potential (tick as appropriate)

Major	Serious	Minor
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Preventive measure (what corrective actions are being taken or are planned to prevent recurrence)

Improved enforcement	Improved housekeeping	School safety policy review
Improved facility maintenance	Training/awareness creation	Improved counselling
Improved supervision	Carry out activity risk assessment	Improved mentoring
Improved illumination	Improved material handling	Replacement of unsafe teaching aids

Who should be responsible for corrective action?

Name:

Date:

Signature