Child Safe Standards Risk Register template

School name:	Armadale Primary School	Responsible staff member:	R. Cukier
Date endorsed:	June 20th 2022	Endorsed by:	School Council
Next review date:	June 2024	File location:	U drive and Google Drive

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
Provide a risk title and short description.	*Describe the causes of the child safety risk.*	*Describe the **consequences** for children if the child safety risk happens*	*Describe the existing **child safety and wellbeing controls** you have in place to mitigate the child safety risk* ***Sample content is provided below***	*Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?*	*If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?*	*When will this be done?*
Child Safe Standard 1 – Aboriginal cultural safety						

Risk Title:
Culturally safe environments
 	
Description:
There is a risk that the school fails to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and students are respected and valued
 	
Risk type:
Situational, Organisational
	• Racism, discrimination and bullying not adequately managed and addressed
	• Ignorance/lack of awareness
	• Curriculum that doesn't include Aboriginal Australians
	• An unwelcoming environment for Aboriginal students
	• Policy development and review is not consultative
		• Aboriginal students are less likely to trust school staff which may result in them being less likely to report abuse by adults or peers, and make them more vulnerable to harm
		• Aboriginal students do not feel welcome, safe, respected or valued for their diverse and unique identifies which may result in them being less likely to report abuse by adults or peers and make them more vulnerable to harm
		• Physical and psychological harm as a result of child abuse
			• Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented
			• Other documents that address Aboriginal cultural safety and include these here, such as your:
			  o Action Plan
			  o Student Wellbeing and Engagement Policy
			  o Bullying Prevention Policy
			  o Inclusion and Diversity Policy
			• Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Wellbeing and Engagement Policy.
				Yes	We will encourage and actively support a child or student's ability to express their culture and enjoy their cultural rights in the following ways:
					
					• equip staff, students, volunteers and the school community to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and students
					• adopt measures to ensure racism is identified, confronted and not tolerated
					• address any instances of racism within the school environment with appropriate consequences
					• actively support participation and inclusion in the school by Aboriginal children, students and their families
					• ensure school policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, students and their families
					
					• Principal
						2023

Child Safe Standard 2 – School leadership, governance and culture						
Risk Title: Leadership, governance and culture **Description:** There is a risk that child safety and wellbeing is not embedded in the school's leadership, governance and culture **Risk type:** Organisational, Propensity	• Child safety is not prioritised • Decision-making power concentrated in one individual • Unclear accountabilities • Staff and volunteers are unaware of the school's expectations relating to their conduct and role in supporting child safety and wellbeing • Culture of secret keeping • Poor management of conflicts of interest • Lack of leadership on child safety	• Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because the school does not have a culture of child safety and reporting of child safety incidents or concerns • Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because staff and volunteer roles and responsibilities are not clear	• Our Child Safety and Wellbeing Policy outlines the controls in place to ensure a child safe culture is embedded across the school and is implemented • Our Child Safety Code of Conduct is adopted and actively enforced by school leadership. Inconsistent staff, contractor or volunteer conduct is swiftly addressed. • Our Child Safety and Wellbeing Policy and Code of Conduct are publicly available and promoted in the school community	Yes	We will do the following to ensure that child safety and wellbeing is embedded in our school's culture and governance • Ensure all staff, school councillors and employees are all trained in the latest professional learning on the new Child safety standards • inform students about all their rights, including their rights to safety, information and participation • Ensure the Protect posters are visible in classrooms • Recognise the importance of friendships and encourage support from peers, to help students feel safe and be less isolated • make sure staff and volunteers: o are attuned to signs of harm	2023

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	• Poor understanding of the foreseeable risks relating to child abuse • Poor understanding of recordkeeping and information management • Poor child safety messaging	• Poor practices and understanding of information sharing obligations may result in staff or volunteers not sharing important information to reduce the risk of child abuse or conversely, sharing sensitive information inappropriately contributing to further harm. • Poor records and record-keeping practice can contribute to delays or failures to identify and respond to child safety risks and incidents and can obstruct survivors seeking information about their time at our school. It can also compromise the school's ability to monitor for systemic issues that required changes to policy, procedure or practice. • Physical and psychological harm as a result of child abuse	• This risk register is reviewed annually and after any significant child safety incident or concern • Our Volunteers Policy supports volunteers to understand their obligations on information sharing and recordkeeping • PROTECT posters and the Four Critical Actions are displayed around the school • Records management obligations are met through adherence to the Records Management - School Records Policy and all staff and relevant volunteers understand their obligations on information sharing and record keeping through induction, training and support from leadership.		o facilitate child-friendly ways for students to express their views, participate in decision-making and raise their concerns • Develop a culture that encourages participation and responds to what students say • Give students opportunities to participate, and respond to their contributions to strengthen confidence and engagement • Offer students access to sexual abuse prevention programs and related information in an age-appropriate way. • Develop curriculum planning documents or other documentation that details how the school will address these requirements. • (Principal)	
Child Safe Standard 3 – Children are safe, informed and actively participate						
Risk Title: Student empowerment **Description:** There is a risk that students will not be empowered about their rights, participate in decisions affecting them or be taken seriously **Risk type:** Vulnerability	• Students don't know how to make a complaint or raise a concern or don't feel confident that they will be listened to • Students don't understand their rights • Student input in decision making is not supported or valued • Student contributions or concerns are not taken seriously • Students are not offered sexual abuse prevention education • Students are coerced or silenced by adults at the school • Lack of friendship or peer support	• Abuse is more likely to happen if students do not feel supported to participate in decisions that affect them and do not feel like they will be listened to. • Failure to empower students with information about their rights, child safety risks, and sexual abuse prevention will increase the risk of abuse going unidentified and unspoken • If students do not feel confident or empowered to raise a concern, they will be unwilling to report abuse • Lack of friendship or peer support may increase vulnerability to abuse • Lack of friendship or peer support increases the risk that the student will not feel confident to discuss concerns with their peers, making it more	• Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented • Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students • Student Wellbeing and Engagement Policy outlines the controls in place to ensure student wellbeing is supported and prioritised • Students are provided with age-appropriate sexual abuse prevention programs and relevant related information through Resilience, Rights and Respectful Relationships teaching and learning materials • Students are educated about their rights through the curriculum, respectful relationships, targeted incursion programs such as Brave Hearts, Body safety and esmart. • Friendship and peer support are promoted through respectful	Yes	• Inform students of their rights and special protections including the right to: - live and grow up healthy - have a say about decisions affecting them - get information that is important to them - be safe and not harmed by anyone. • When sharing information under the information sharing schemes: - work to build trust by being open and transparent about information sharing and keep the child and family informed each time their information is shared if it is appropriate, safe and reasonable to do so - seek and consider the views of the child (or the relevant family members) about sharing their confidential information if it is appropriate, safe and reasonable to do so • Principal	

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		likely that abuse will go unidentified and unspoken • Physical and psychological harm as a result of child abuse	relationships, Restorative Practices, our Buddy and PALs structures, how we live our school values			
Child Safe Standard 4 – Family engagement						
Risk Title: Families and community involvement **Description:** There is a risk that families and communities are not informed, and involved in promoting child safety and wellbeing **Risk type:** Organisational	• Unwelcoming staff • Lack of appreciation of the value of community consultation and engagement • The school does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing • Lack of staff training, culture or willingness to engage families and communities	• Child safety and wellbeing practices without input from families may result in practices that do not cover all the diverse needs of students, resulting in a risk that students do not feel safe or able to actively participate in school life (see Child Safe Standard 1 and 3) • Families and communities not engaged in child safety at the school are less likely to be able to support the school to reduce risk by keeping an eye out for unsafe behaviours and raising concerns. • Families cannot help students identify abuse • Families do not support students who want to make a complaint • If families lack awareness about child safety including risks of child abuse, children may be more vulnerable to being groomed by perpetrators seeking to obtain their trust. • Physical and psychological harm as a result of child abuse	• Our Child Safety and Wellbeing Policy outlines the controls in place to engage families and is implemented • All child safety and wellbeing policies and procedures are publicly available and promoted in the school community • Families and the school community are invited to have a say in the development and review of child safety and wellbeing policies, procedures and practices through our school website and through contact with a member of school council	Yes	• Provide new enrolments with family welcome packs that include information about child safety, the school's complaints processes and how to raise concerns. • Conduct school open days or host community events, such as our Welcome Picnic and Meet the team nights to welcome families to our school. • Create a welcoming environment at school reception so community members and families feel respected, included and safe to come onto school grounds. Engage families and communities in building a child safe organisation • Ask parents and carers about their children. This can be in formal settings like parent/teacher interviews, or during chance meetings at pick-up and drop-off. • Provide parents and carers with information about children's rights via newsletters, or parent information sessions. • Regularly engage with parents, carers and students and discuss the needs of students through parent/teacher interviews. • Discuss how your school approaches child safety topics at parents, carers and friends' association meetings. Seek community views where appropriate to do so. Make sure you have processes in place to manage disclosures if they arise. • Provide frequent opportunities for parents and carers to engage with staff to discuss their children's experiences at school. • Organise interpreters and translations to engage families from non-English speaking backgrounds in conversations about the school's child safety strategies. • Remind the school community about the shared roles of parents, carers and school staff in creating a positive environment for learning by promoting the Respectful Behaviours in the School Community Policy. • Consider hosting community workshops on child safety and wellbeing topics, for example, respectful relationships or online safety. Provide families with take-home information to help them to talk to their children about safety and wellbeing at home.	2023

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					• Communicate with and appropriately involve families at all stages of the process if a concern raised or complaint is made. • Display the PROTECT poster (PDF, 203KB) in shared areas that are accessible to parents and the community. • Check that the students, school staff, and members of the school community know who to contact if they have a concern about child safety. Keep this information up to date and accessible, and review it regularly. Principal and all staff	
Child Safe Standard 5 – Equity and diverse needs						

Risk Title: Diversity and equity
 	
Description: There is a risk that equity is not effectively upheld, and diverse needs are not respected in policy and practice
 	
Risk type: Vulnerability
	• Diverse cohorts have not been identified for targeted support (such as students with disability, students who identify as lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+), students in out of home care, international students and students who are culturally and linguistically diverse)
	• Diverse cohorts not supported adequately
	• Diverse cohorts feel unwelcome
	• Lack of staff training on diversity and supporting and responding to vulnerable students
	• Lack of respectful culture
	• Incidents of discrimination or humiliation are not effectively addressed and managed
		• Diverse cohorts who do not feel safe or who are not adequately supported for their diverse and specific needs are more at risk of abuse and harm and will be less able or willing to report concerns.
		• Experiencing discrimination can increase a child's vulnerability to abuse and harm and can also mean they are less likely to ask for help or speak up if they have a concern
		• Physical and psychological harm as a result of child abuse
			• Our Child Safety and Wellbeing Policy outlines the controls in place to support equity and diverse needs and is implemented
			• Student Wellbeing and Engagement Policy outlines how the school pays particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+) students
			• Child safety information, support and complaints processes are culturally safe, accessible and easy to understand
			  o Bullying Prevention Policy
			  o Inclusion and Diversity Policy
			• Implement:
			  o Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials
			  o Respectful Relationships whole school approach
				Yes	Our school will implement the following to strengthen our recognition of the diverse backgrounds, needs and circumstances of students and identify and address challenges that students experience due to their diverse attributes
					
					• Recognise the range of diverse student and family attributes. Pay attention to:
					  o cultural safety for Aboriginal and Torres Strait Islander students
					  o the needs of students with disability and responses to disability
					  o the needs of students from diverse religious and cultural communities
					  o the needs of very young students and children
					  o the impact of prior trauma
					  o gender differences
					  o the experiences of lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) students
					  o challenges for students who are in foster care, out of home care, living away from home or international students
					  o socio-economic factors (experiencing family homelessness, insecure employment or accommodation, individual or family contact with the justice system, poverty, addiction, or low educational attainment)
					
					• Pay attention to diverse student cohorts and individuals in our community, recognising that they may have higher risk of harm.
					• Communicate that discrimination and bullying are not tolerated – if incidents of bullying or discrimination occur, address the incident in line with school policy.	

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					• Let students know they can raise concerns or report incidents that occurred at school and outside the school. • Check in with vulnerable students and their families to confirm their needs are being met. • Principal and all staff	
Child Safe Standard 6 – Suitable staff and volunteers						

Risk Title: Suitable staff (including contractors engaged by the school in child-related work)
 	
Description: There is a risk that staff are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice
 	
Risk type: Organisational, Propensity
	• Poor recruitment and pre-employment screening processes
	• Provision of false information during recruitment
	• Poor management of conflicts of interest
	• Insufficient induction on commencement of working at school
	• Inappropriate behaviour by other adults is not called out due to lack of empowerment or awareness of behaviours of concern
	• Insufficient promotion of the school's commitment to child safety
	• Lack of child safety culture
	• Insufficient supervision
	• Performance management does not focus on or address concerns relating to child safety and wellbeing
		• Insufficient promotion of the school's commitment to child safety during recruitment processes may fail to deter potential predators from seeking employment
		• History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse
		• Conflicts of interests in recruiting staff may increase the risk of other staff not reporting concerns relating to staff conduct, and where concerns are reported or identified, increased risk of them not being responded to in an objective manner with the focus on child safety and wellbeing.
		• Insufficient induction results in the increased risk that staff fail to identify child safety risks and signs of harm and are unable to respond appropriately when they do identify risks of harm or when a complaint or concerns is disclosed to them.
		• Insufficient supervision and performance management results in increased risk of child abuse and harm to students
		• Staff do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm
		• Physical and psychological harm as a result of child abuse
			• Our Child Safety and Wellbeing Policy outlines the controls in place:
			  ○ for child safe recruitment and screening practices for staff.
			  ○ to ensure staff are provided with an appropriate induction in the school's child safety policies and practices.
			  ○ to ensure ongoing supervision and management of staff is focused on child safety and wellbeing
			• All actions and strategies outlined in our Child Safety and Wellbeing Policy are implemented
				Yes	The school will take the following actions to engage suitable staff and volunteers
					
					• Robust recruitment and screening as per DET HR policy
					
					Include selection criteria relevant to the role, such as:
					
					○ experience working with children, or particular groups of children, including children with a disability or Aboriginal children
					○ engaging with families
					○ child safety experience
					○ cultural safety in their work.
					• Screen all staff, volunteers, leaders and school Council members for their suitability during recruitment.
					
					All staff engaged in child-connected work will be supervised appropriately to ensure that their behaviour towards children is safe and appropriate.
					
					Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by the normal performance and development processes, teacher observations and seeking feedback from learning leaders and the leadership team.
					
					Inappropriate behaviour towards children and young people will be managed swiftly and in accordance with our school and department policies and our legal obligations. Child safety and wellbeing will be paramount.
					
					Learning leaders will be given guidance on steps to take when managing a staff member whose behaviour raises child safety concerns, and when to escalate concerns about staff behaviour.
					
					Staff will be involved in after-action reviews when a child safety incident has occurred.
					
					• Principal and all staff	

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Risk Title: Suitable Volunteers **Description:** There is a risk that volunteers are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice **Risk type:** Organisational, Propensity	• Screening processes lack sufficient strength to reveal histories and behaviours of concern • Systems, processes, policies and culture do not demonstrate sufficient strength and transparency to deter potential perpetrators from attempting predatory behaviours • Conflict of interest • Lack of child safety culture • Insufficient induction and training • Insufficient supervision	• Insufficient promotion of the school's commitment to child safety may fail to deter potential predators from volunteering at the school • History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse • Insufficient induction results in the increased risk that volunteers do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm. • Insufficient supervision results in increased risk of child abuse and harm to students • Inadequate steps to address concerning behaviour may result in increased risk of harm (for example removing volunteer from duties or otherwise ensuring the volunteer does not demonstrate further behaviours of concern) • Physical and psychological harm as a result of child abuse	• Volunteer Policy outlines the controls in place to ensure volunteers are suitable to work with children including screening, induction, and ongoing management and supervision • Volunteers engaged to support teachers in the classroom will be asked to undertake additional screening processes including proof of identity (where this has not already been established), and references addressing suitability for working with children. • Volunteers that are working with children or that may have access to students in unsupervised or high-risk settings will always be supervised by a member of school staff • Volunteer behaviour that is inconsistent with the school's child safety and wellbeing policies and practices will be addressed by school staff swiftly and with a focus on child safety and wellbeing.	Yes	The school will ensure the following: • All volunteers are required to comply with our Volunteers Policy https://armadaleps.vic.edu.au/wp-content/uploads/2019/12/volunteers__policy_june_2019.pd which describes how we assess the suitability of prospective volunteers and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management. • Keep a record of all staff and volunteers who complete child safety training to ensure all are appropriately trained and training is refreshed as required. • Principal	
Child Safe Standard 7 – complaints processes						
Risk Title: Complaints processes **Description:** There is a risk that processes for complaints and concerns are not child focused **Risk type:** Organisational, Vulnerability	• Students and parents/carers are uncertain about how to raise a complaint or concern because information is not accessible or easily understood • Processes do not support students, parents and carers to make complaints or raise concerns • Complaints processes or responsible staff do not make students feel safe or supported to report	• Failure to ensure there is accessible, culturally safe and easily understood information on how to raise a complaint or concern increases the risk of students, parents and carers not reporting behaviours of concern or abuse • Students may be unwilling to report behaviours of concern or abuse if they feel they will not be taken seriously or if they do not feel safe to report • Failure to have a clear process for responding to complaints and concerns about child abuse may result in	• Complaints Policy outlines the controls in place to ensure students are provided with accessible, culturally safe and easily understood information on raising a complaint or concern • Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to child abuse • The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are publicly available on the school website	Yes	The school will ensure we develop complaints processes that are child-centred and empowering • Encourage students to raise concerns with a trusted adult if anything makes them feel uncomfortable or unsafe. • Facilitate student discussions about what would help them speak up when they have concerns. • Ask students about their experiences making complaints and act on feedback from students about the complaints process. • Support students to develop the skills to make complaints and raise concerns by using teaching and learning materials like the Resilience Rights and Respectful Relationships materials.	

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	• Student input in decision making is not valued • Student, parent and carer concerns/complaints are not taken seriously • Inadequate response to complaints or concerns relating to child abuse	inappropriate or insufficient action being taken resulting in continued or further harm to the child and other children • Physical and psychological harm as a result of child abuse	• The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff • Our Child Safety and Wellbeing Policy sets out all recordkeeping, privacy and information sharing obligations that must be met when responding to complaints and concerns. • Display the PROTECT Four Critical Actions (PDF, 215KB) poster in the staff room. • All complaints and concerns are managed in accordance with employment law obligations and our school seeks advice from Employee Conduct Branch and Legal Division when dealing with complaints and concerns relating to child abuse by a member/former member of staff or school council employee or contractor		• Outline the responsibilities school leaders have to act on complaints and concerns related to child safety and wellbeing, including the responsibilities of the child safety champions. Our Child safety champion will have: o a detailed understanding of the complaints process o investigative or interviewing skills, or authorisation to engage people with these skills o high levels of rapport and engagement with students o ability to respond to students with diverse needs o willingness to work with police and child protection authorities o information on support services for people affected by complaints. • staff and volunteers will be able to recognise the different ways students express concerns or distress, such as changing their behaviours or demeanour. • staff will maintain an approachable, professional standard to help students feel confident and supported to raise issues at any time. • Empower all staff and volunteers to act on concerns about behaviour and report their concerns, complaints or breaches of the Child Safety Code of Conduct to school leadership or the regional office. • Make sure that the school meets all recordkeeping, information sharing, privacy and employment law obligations. • Encourage staff and volunteers to contribute to the development and review of complaints policies and processes. • Principal	
Child Safe Standard 8 – Child safety knowledge, skills and awareness						
Risk Title: Knowledge, skills and awareness **Description:** There is a risk that staff and volunteers are not equipped with the knowledge, skills and awareness to keep children and students safe through ongoing education and training **Risk type:** Organisational	• Child safety and wellbeing training not provided to staff and school council annually • Child safety and wellbeing training is not refreshed or updated where policy, practice or law has changed • Volunteers are not required to undertake child safety training that is appropriate to the nature of their role • Training does not cover all necessary topics	• Inability to identify child safety risks including inappropriate behaviour and signs of harm resulting in increased risk of failing to protect children from child abuse, and underreporting of child safety incidents to relevant staff and authorities • Insufficient understanding about the school's child safety and wellbeing policies, practices, and obligations results in increased risk that they will not be appropriately	• Our Child Safety and Wellbeing Policy outlines the controls in place to ensure school council and school staff receive appropriate annual guidance and training on child safety and is implemented • Our Volunteers policy provides information on training for volunteers. • Volunteers that are engaged to support students in the classroom are provided with child safety training that is appropriate to the activity and the volunteer's role. • Our OOSHC staff who are School council employees also receive	Yes	The school is committed to provide ongoing education and training in child safety, knowledge, skills and awareness in the following ways • Deliver regular child safety briefings for all staff, for example through staff meetings and PL sessions • Require all staff with Mandatory Reporting obligations to refresh their Protecting Children – Reporting and Other Legal Obligations (Mandatory Reporting) training at least once a year. • Inform staff and volunteers (as appropriate) of their responsibilities under the information sharing and family violence reforms.	

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	• Training is poorly facilitated
	
	Also refer to Child Safe Standard 6 risks above
		implemented by staff and volunteers and an increased risk to students of child abuse occurring and of continuing to occur undetected.
		• Physical and psychological harm as a result of child abuse
			appropriate annual guidance and training on child safety and how this is implemented		• Offer further training appropriate to staff and volunteers' level of involvement in the school community, on topics such as:
					   o child safety (including family violence)
					   o mandatory reporting
					   o responding to student sexual offending
					   o human rights and the rights of children
					   o diversity and inclusion
					   o harassment and bullying
					   o cultural safety
					   o privacy and information sharing.
					
					• Keep a record of all staff and volunteers who complete child safety training to ensure all are appropriately trained and training is refreshed as required.
					
					• Principal	

Child Safe Standard 9 – Physical and online environments						
Risk Title: School physical environment **Description**: There is a risk the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse and harm in the school's physical environment **Risk type:** Situational	• Areas of child safety risk in the school buildings or grounds are not identified and appropriately supervised or managed.	• There is an increased risk of child abuse occurring on school grounds or buildings if policies, procedures and practices fail to identify and manage areas of risk in the school's physical environment • Physical and psychological harm as a result of child abuse	• Yard Duty and Supervision Policy outlines supervision processes and requirements with a focus on child safety • Yard duty staff are trained to actively patrol the school grounds, paying particular attention to secluded areas that have been identified as high risk including behind the portables and the sports shed • Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the physical school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct • Garden and sports sheds and store cupboards are locked unless in use, with controlled access to keys • Our school grounds are well lit for after school activities but more flood lights will be installed soon • Students are always required to go anywhere else in the school from their classrooms with another student during class time	Yes	Our school will continue to provide a culture of online and physical safety for all students. We will • Supervise students properly in all settings, including the playground, gardens and when offsite, on excursions and camps. • Identify and document the school's child safety risks in the school's risk register or equivalent and ensure strategies are in place to manage those risks. • Consider the range of school environments and the nature of physical spaces including onsite buildings and grounds, classrooms, and places which are currently undergoing building works • Consider cultural safety. • Keep records of risk management activities, including risk assessments for camps and excursions. • We are planning to undertake works to improve lighting in poorly lit areas. • Principal	

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
Provide a risk title and short description.	*Describe the causes of the child safety risk.*	*Describe the **consequences** for children if the child safety risk happens*	*Describe the existing **child safety and wellbeing controls** you have in place to mitigate the child safety risk* ***Sample content is provided below***	*Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?*	*If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?*	*When will this be done?*
			• Toilets are located in a central area of the school and the entrance and exit has good visibility from other areas of the school and the Principal's office • All of our gates are locked from 9.00am and all visitors to the school must enter through the main school entrance			

Risk Title: Online environment
 	
Description: There is a risk the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse and harm in the school's online environment
 	
Risk type: Situational
	• Child safety risks in the school's online environment are not identified and appropriately managed.
	• Students are not provided with education about online risks and appropriate online behaviours.
	• Online safety measures fail to adapt to emerging technologies and child safety risks
		• There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk in the school's online environment – particularly risks relating to grooming and further risk of abuse if the grooming goes undetected.
		• Physical and psychological harm as a result of child abuse
			• Digital Learning Policy outlines the controls in place for online conduct and online safety and is implemented
			• Acceptable Use Agreements are in place and enforced
			• Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the online school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct
			• Address acceptable and non-acceptable behaviour in online environments in the school's Child Safety Code of Conduct. Cover social media, email, instant messages, SMS and other apps in your code.
			• Outline acceptable use of personal devices by staff and volunteers.
			• Have guidelines for taking, storing and using images of children and students – including photos and video recordings.
			• Deal with misuse of digital devices and unacceptable behaviour in accordance with school policy.
				Yes	We will continue to promote student safety online in the following ways:
					
					• Provide training and refresher training to staff and relevant volunteers on risk management policies and procedures
					
					• Inform students and their families about appropriate use of the school's technology, safety tools and how to seek help and report concerns including cyberbullying and online grooming.
					• Keep up to date with current online safety issues and expert information from specialist government and non-government bodies including the Office of the e-Safety Commissioner, and eSmart Schools.
					
					• Inform students about online safety risks, including:
					  o cyberbullying and trolling
					  o invasion of privacy or digital surveillance
					  o inappropriate sharing of images
					  o phishing, harvesting of personal information or data theft
					  o identity theft
					  o malevolent software (malware)
					  o offensive images and messages
					  o age-inappropriate online content
					  o impersonation/catfishing
					  o grooming.
					• Advise students on how they can seek help from a trusted adult if they are exposed to inappropriate imagery or content that upsets them.
					• Monitor online activity and respond to breaches of the online policies and procedures with appropriate consequences.
					
					Principal and all staff	

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
Provide a risk title and short description.	*Describe the causes of the child safety risk.*	*Describe the **consequences** for children if the child safety risk happens*	*Describe the existing **child safety and wellbeing controls** you have in place to mitigate the child safety risk* **Sample content is provided below**	*Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?*	*If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?*	*When will this be done?*

Risk Title: Off-site school activities and use of third-party providers
 	
Description:
 	
There is a risk that the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse at school activities off-site and/or school activities involving third party providers.
 	
Risk type:
Situational, Organisational, Propensity, Vulnerability
	• School staff fail to identify and manage risks of child abuse occurring during off-site school activities
	• School staff fail to identify and manage risks of child abuse by third-party providers engaged by the school
		• There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk for off-site school activities and school activities that involve third party providers.
		• Physical and psychological harm as a result of child abuse
			• Our school complies with relevant policies with respect to the following activities, including policy relating to child safety and wellbeing:
			• Excursions Procurement
			• For off-site school activities and school activities engaging a third-party provider, we identify and assess the risks of child abuse that are specific to that activity and ensure appropriate controls are in place.
			
			This includes on-site activities such as:
			• Chess club
			• Instrumental and orchestral music programs
			• Stage Left Performing Arts Program
			• Soccer Club
			• Netball program
			• Tennis coaching
				Yes	The school will undertake due diligence when considering procurement and third parties
					
					• Consider off-site physical environments for student use and where reasonably possible, inspect these sites and venues for events, excursions, camps and international student accommodation ahead of time.
					• Consider risks arising from child-to-child and adult-to-child interactions in physical and online spaces.
					• Keep records of incidents that occur, including accidents and medical events.
					• Undertake child safety due diligence when engaging third parties. A new vendor presents new risks.
					• Require vendors to provide evidence of compliance with the Child Safe Standards when establishing contracts to deliver services to students.
					• Keep records of due diligence processes.
					• If a vendor is found to be non-compliant with the Child Safe Standards:
					  o cease all activities with the vendor until the issue is resolved
					  o if appropriate, inform the vendor of the non-compliance and provide an opportunity to rectify the problem, or
					  o if the issue is serious, contact the relevant authorities.
					
					Principal	

Child Safe Standard 10 – Review of child safety practices						
Risk Title: Review and improvement **Description:** There is a risk that the implementation of the Child Safe Standards is not regularly reviewed and improved **Risk type:** Organisational	• Failure to regularly review child safety policies, procedures and practices (every 2 years) or following any significant child safety incident • Failure to use analysis of complaints, concerns and safety incidents to inform possible improvements to child safety policies, procedures and practices • Failure to inform families and communities of the outcome of reviews of child	• Child safety policy, procedures and practices may become out of date with any new laws or guidance on good practice, compromising the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Child safety policy, procedures and practices may no longer meet the needs of the local school community compromising the school's ability to protect students from child abuse and to respond	Our school ensures child safety policies, procedures and practices are regularly reviewed and improved. • A register of the school's policies relating to the child safe standards, including approvers and review cycles is used to support staff to maintain and update our policies • Our Education and Policy sub-committee of School Council reviews all child safety policies and procedures • We examine the causes of child safety incidents and monitor for repeat issues or systemic failures, updating any child safety policy,	Yes	Our school creates, updates and reviews child-safe practices in the following ways • Monitor and manage child safety risks using a risk register. • Determine the causes of child safety incidents and monitor for repeat issues or systemic failures. • Use complaints and incidents as a learning opportunity to inform continuous improvement. • Identify ways to involve staff, volunteers, students, families and community members in review processes • Use surveys, focus groups and discussions to review the accessibility and level of awareness of child-safe policies	

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
Provide a risk title and short description.	*Describe the causes of the child safety risk.*	*Describe the **consequences** for children if the child safety risk happens*	*Describe the existing **child safety and wellbeing controls** you have in place to mitigate the child safety risk* ***Sample content is provided below***	*Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?*	*If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?*	*When will this be done?*
	safety policies, procedures and practices	appropriately to complaints and concerns. • Child safety policy, procedures and practices are not improved as a result of analysis of past complaints, concerns and safety incidents, reducing the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Physical and psychological harm as a result of child abuse	procedure or practice where gaps or improvements are identified • We have a log of complaints and concerns to allow us to monitor areas for improvement in our child safety policies, procedures and practices. • We inform families through our school's newsletter when child safety and wellbeing policies are being reviewed and ensure they are invited to provide feedback		and procedures by students, families, staff and volunteers. • Principal and Education and Policy sub-committee	
Child Safe Standard 11 – Implementation of child safety practices						
Risk Title: Policies and procedures **Description:** There is a risk that policies and procedures do not effectively document how the organisation is safe for children and students and are not effectively implemented by staff and volunteers. **Risk type:** Organisational	• The policies and procedures do not address all actions and measures required under the Child Safe Standards • The policies and procedures are not informed by best practice models and family and community engagement • Staff and relevant volunteers are not provided with an adequate induction or ongoing training and are not properly supported to implement the policies and procedures due to lack of modelling and support from leaders • Policies and procedures are difficult to understand	• If child safety policy and procedures fail to address all aspects of the Child Safe Standards it will result in gaps in protection of children and increased risk relating to child abuse • If child safety policies and procedures are not effectively documented or are difficult to understand it may result in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities increasing the risk of child abuse • If child safety policies and procedures are not informed by best practice or family and community engagement it may result in compromised ability to protect children from child abuse. • Failure to induct, train and support staff and relevant volunteers on implementation of child safety policies and procedures increases the risk of child abuse • Physical and psychological harm as a result of child abuse	• Our suite of child safety and wellbeing policies and procedures address all aspects of the Child Safe Standards • Our staff and relevant volunteers are inducted and trained on our child safety and wellbeing policies, procedures and practices and are supported to implement them • Our school leaders champion and model our child safety policies, procedures and practices and address any performance concerns relating to staff conduct or implementation • Our Child Safety Champion regularly reviews PROTECT guidance and other relevant policies to ensure our own local child safety policies, procedures and practices are informed by best practice and updated where required.	Yes	Our school will implement the child safety practices in the following ways • Integrate child safety into induction processes, ongoing education, training and supervision for all staff and volunteers. • Provide copies of our child safety policies in welcome packs and transition resources. • Ensure our child safety practices and beliefs are highly visible to our whole school and wider community • Manage child safety risks relating to child abuse using the Child Safety Risk Register template. • Consider using the Child Safety Risk Register to include other child safety risks, or use another register or format to record these risks • Seek feedback on policies and procedures from the school community, staff, families, and students. • Be aware of emerging legislation, research and resources in child safety and wellbeing and ensure that policies and procedures are informed by any new developments. • Maintain high visibility of child safety and wellbeing. Discuss child safety at staff and parent meetings, and school assemblies. Display posters, write articles newsletters and staff bulletins on child safety topics. •	