

Child Safe Standards Risk Register

School name:	Seaholme Primary School	Responsible staff member:	James Barger
Date endorsed:	October 2022	Endorsed by:	The principal and school council
Next review date:	October 2023	File location:	Principal's office

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>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?</i>	<i>When will this be done?</i>
Child Safe Standard 1 – Aboriginal cultural safety						
<p>Risk Title: Culturally safe environments</p> <p>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</p> <p>Risk type: Situational, Organisational</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 include: <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Wellbeing and Learning Action Plan Student Wellbeing and Engagement Policy Bullying Prevention Policy Inclusion and Diversity Policy Duty of Care Policy Yard Duty and Supervision Policy Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Engagement and Wellbeing Policy. 	Yes	<p>PROTECT Child Safe Standard 1</p> <p>Ongoing focus to ensure practices for culturally safe environments are understood by the school community. Actions our school will take:</p> <ul style="list-style-type: none"> Begin events and meetings with a Welcome to Country or an Acknowledgement of Country as a standing agenda item. Fly the Aboriginal and Torres Strait Islander flags on school grounds. (Principal) Learn more about Aboriginal histories and cultures, both locally and across Australia. Support the school community to speak with respect and confidence about Aboriginal culture, knowledge systems and people. Continue to build schoolwide knowledge of Aboriginal histories, cultures, perspectives, values, skills and attitudes. Engage the Koorie Engagement Support Officers (KESOs) and local Koori community to work with students and staff to learn more about Aboriginal histories and cultures (Principal and teachers) 	October 2022–23
Child Safe Standard 2 – School leadership, governance and culture						
<p>Risk Title: Leadership, governance and culture</p> <p>Description: There is a risk that child safety and wellbeing is not embedded in the school's leadership, governance and culture</p> <p>Risk type:</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<p>PROTECT Child Safe Standard 2</p> <p>Ongoing focus to ensure our leadership, governance and school culture prioritises and embeds child safety. Actions our school will take:</p> <ul style="list-style-type: none"> Promotion of the school's child safety policies at assemblies, meetings, welcome packs, newsletters and other regular communications. 	October 2022–23

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Organisational, Propensity	<ul style="list-style-type: none"> Poor management of conflicts of interest Lack of leadership on child safety Poor understanding of the foreseeable risks relating to child abuse Poor understanding of recordkeeping and information management Poor child safety messaging 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> This risk register is reviewed annually and after any significant child safety incident or concern Our Volunteers Policy and Visitors Policy supports visitors and volunteers to understand their obligations on information sharing and recordkeeping PROTECT posters and the Four Critical Actions are displayed around the school <ul style="list-style-type: none"> Child-friendly Child Safety posters are publicly available. 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. 		<ul style="list-style-type: none"> Promotion of the school's commitment to child safety using Child Safety and Wellbeing Policy Prominent displays at reception and around the school grounds of our commitment to child safety. Updates included in enrolment packages. communicate and demonstrate that mistreatment of students and racism is not tolerated in any way through student forums, SWPBS, SEL programs and assemblies. Provide ongoing avenues to ensure students who speak out are listened to and taken seriously. Leadership meetings, staff meetings and school council meetings provide regular opportunities for open discussion on child safety issues Ongoing induction for staff on records management Ongoing induction of any new and returning staff on Child Safety (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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 likely that abuse will go unidentified and unspoken Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented Our Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students Student Engagement and Wellbeing 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 both internal and externally sourced SEL programs such as Respectful Relationships (RR) Students are educated about their rights through student forums, SWPBS, RR and SEL programs Friendship and peer support are promoted through SWPBS, RR and SEL programs 	Yes	PROTECT Child Safe Standard 3 Ongoing focus to embed and ensure students are provided with information to empower them about their rights, child safety risks, and sexual abuse prevention. Actions our school will take: <ul style="list-style-type: none"> Provision of information through the SWPBS, RR and SEL curriculum to promote: <ul style="list-style-type: none"> wellbeing and safety healthy habits Provision of age appropriate and accessible information to students such as information about: <ul style="list-style-type: none"> the school's Child Safety and behaviour expectations how adults in the school should behave. Opportunities for student discussion to inform students of their rights and special protections including the right to: <ul style="list-style-type: none"> 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. 	October 2022–23

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					<ul style="list-style-type: none"> Strengthen student leadership by: <ul style="list-style-type: none"> Conducting regular focus groups to discuss students' rights and safety issues. Provision of additional opportunities for students to provide feedback on school-wide decisions and take their views into account in school decision-making. Involve students more intentionally in consultation processes and inform them of their impact on decision-making. (Principal and staff)	
Child Safe Standard 4 – Family engagement						
<p>Risk Title: Families and community involvement</p> <p>Description: There is a risk that families and communities are not informed, and involved in promoting child safety and wellbeing</p> <p>Risk type: Organisational</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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, school council and newsletters 	Yes	<p>PROTECT Child Safe Standard 4</p> <p>Ongoing focus to ensure families are informed and provided with opportunities to have input about child safe practices and child safety.</p> <p>Actions our school will take:</p> <ul style="list-style-type: none"> Provision of family welcome packs for new enrolments that include information about child safety, the school's complaints processes and how to raise concerns. School open days and community events, to welcome families and the broader community. Ensure school reception is a welcoming environment so families feel respected, included and safe to come onto school grounds. Engage with parents, carers and students regularly to discuss the needs of students through parent/teacher interviews, COMPASS and newsletters Ensure outcomes of relevant reviews are reported to staff and volunteers, families and students to show transparency and accountability. (Principal)	October 2022–23
Child Safe Standard 5 – Equity and diverse needs						
<p>Risk Title: Diversity and equity</p> <p>Description: There is a risk that equity is not effectively upheld, and diverse needs are not</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Our Child Safety and Wellbeing Policy outlines the controls in place to support equity and diverse needs and is implemented Student Engagement and Wellbeing 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, 	Yes	<p>PROTECT Child Safe Standard 5</p> <p>Ongoing focus to ensure policies and practices to support equity and the diverse needs of all cohorts are embedded and in place.</p> <p>Actions our school will take:</p>	October 2022–2323

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<p>respected in policy and practice</p> <p>Risk type: Vulnerability</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 • Other documents that address diversity and equity include: <ul style="list-style-type: none"> ○ Bullying Prevention Policy ○ Inclusion and Diversity Policy • Implementation of SWPBS, RR and SEL programs 		<ul style="list-style-type: none"> • Promotion of the school's child safety policies at assemblies, meetings, welcome packs, newsletters, COMPASS and other regular communications. • Promote the school's commitment to child safety using Child Safety policy • Opportunities for discussion through the SWPBS, RR and SEL curriculum • Recognise and acknowledge the range of diverse student and family attributes. <p>(Principal and staff)</p>	
Child Safe Standard 6 – Suitable staff and volunteers						
<p>Risk Title: Suitable staff (including contractors engaged by the school in child-related work)</p> <p>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</p> <p>Risk type: Organisational, Propensity</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Our Child Safety and Wellbeing Policy outlines the controls in place: <ul style="list-style-type: none"> ○ for effective 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	<p>PROTECT Child Safe Standard 6</p> <p>Ongoing focus to ensure policies and practices outline the controls in place for recruitment of staff.</p> <p>Actions our school will take:</p> <ul style="list-style-type: none"> • Robust recruitment advertisements for staff in child connected work contain: <ul style="list-style-type: none"> ○ the job's requirements, including expected knowledge of child development appropriate to the role ○ an outline of duties and responsibilities regarding child safety and wellbeing ○ essential or relevant qualifications, experience and attributes in relation to child safety and wellbeing. • All job applicants are provided with the school's child safety documents and links to child safety resources. • Ensure selection criteria includes: <ul style="list-style-type: none"> ○ experience working with a range of children, or particular groups of children, ○ child safety experience ○ cultural safety in their work. • Screen and monitor all staff, volunteers, leaders and school governing board members for their suitability during recruitment, and through ongoing appraisals <p>(Principal)</p>	October 2022–23
<p>Risk Title: Suitable Volunteers</p> <p>Description: There is a risk that volunteers are not suitable to work with children or effectively supported to uphold child</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Volunteers and Visitors Policy outlines the controls in place to ensure volunteers and visitors are suitable to work with children including screening, induction, and ongoing management and supervision • Volunteers or visitors that are working with children or that may have access to students in 	Yes	<p>PROTECT Child Safe Standard 6</p> <p>Ongoing focus to ensure policies and practices outline the controls in place for recruitment of volunteers/visitors.</p> <p>Actions our school will take:</p>	October 2022–23

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<p>safety and wellbeing values in practice</p> <p>Risk type: Organisational, Propensity</p>	<p>perpetrators from attempting predatory behaviours</p> <ul style="list-style-type: none"> • Conflict of interest • Lack of child safety culture • Insufficient induction and training • Insufficient supervision 	<ul style="list-style-type: none"> • 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 	<p>unsupervised or high-risk settings will always be supervised by a member of school staff</p> <ul style="list-style-type: none"> • Volunteer and visitor behaviour that is inconsistent with the school's child safety and wellbeing policies and practices will be addressed by the principal and school staff swiftly 		<ul style="list-style-type: none"> • All volunteers and visitors are provided with the school's Child Safety policies and documents. • All staff are screened for their suitability during recruitment. <ul style="list-style-type: none"> - sight, verify and record Victorian Institute of Teaching registration - collect and record proof of identify, qualifications, history of working with children and references • All volunteers are screened for their suitability during recruitment: <ul style="list-style-type: none"> - sight, verify and record a Working with Children clearance - consider the child safety risks relevant to the volunteer's role • Induction is provided to staff, volunteers and contractors engaged in child-related work, regarding child safety and wellbeing • Induction addresses the school's: <ul style="list-style-type: none"> - Child Safety Code of Conduct - Child Safety and Wellbeing Policy - procedures for managing complaints and concerns related to child abuse • Ensure staff, school council members, and volunteers engaged in child-connected work, are aware of their responsibilities for: <ul style="list-style-type: none"> - children and students - information sharing and reporting obligations - recordkeeping obligations <p>(Principal)</p>	
Child Safe Standard 7 – complaints processes						
<p>Risk Title: Complaints processes</p> <p>Description: There is a risk that processes for complaints and concerns are not child focused</p> <p>Risk type: Organisational, Vulnerability</p>	<ul style="list-style-type: none"> • 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 • Student input in decision making is not valued • Student, parent and carer concerns/complaints are not taken seriously 	<ul style="list-style-type: none"> • 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 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 	<ul style="list-style-type: none"> • 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 • 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 	Yes	<p>PROTECT Child Safe Standard 7</p> <p>Ongoing focus to ensure policies and practices outline the school's complaints processes for the school community: Actions our school will take.</p> <ul style="list-style-type: none"> • Students are encouraged through SWPBS, RR and SEL programs to raise concerns with a trusted adult if anything makes them feel uncomfortable or unsafe. • Processes for making complaints are clear and communicated to staff, school council members, parents and students, available on the website, and through the SWPBS, RR and SEL curriculum <p>(Principal and teachers)</p>	October 2022–23

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	<ul style="list-style-type: none"> Inadequate response to complaints or concerns relating to child abuse 		obligations that must be met when responding to complaints and concerns. <ul style="list-style-type: none"> 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 			
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	<ul style="list-style-type: none"> 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 Training is poorly facilitated Also refer to Child Safe Standard 6 risks above	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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 the implementation of child safety practices Our Volunteers and Visitors policies provide information on training for volunteers. Staff undertake professional development and training to implement the school's SEL, RR and SWPBS curriculum in addition to the annual child safety training on the child safe standards Regular child safety briefings for all staff, through staff meetings, weekly communications and class meetings Regular child safety briefings for all members of school council 	Yes	PROTECT Child Safe Standard 8 Ongoing focus to ensure training is provided for child safety knowledge, skills and awareness. Actions our school will take: <ul style="list-style-type: none"> Annual child safety training and induction on the child safe standards Regular child safety briefings for all staff, through staff meetings, weekly communications and class meetings Regular child safety briefings for all members of school council Ongoing staff professional learning for implementation of SWPBS, RR and SEL programs (Principal)	October 2022–23
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	<ul style="list-style-type: none"> Areas of child safety risk in the school buildings or grounds are not identified and appropriately supervised or managed. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 any areas that have been identified as high risk 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 students are required to go to the bathroom with another student during class time toilets and changing rooms are located in a central area of the school and the entrance and exit has good visibility from other areas of the school 	Yes	PROTECT Child Safe Standard 9 (Principal) Ongoing focus to ensure staff understand supervision processes and requirements, with a focus on child safety. Actions our school will take: <ul style="list-style-type: none"> Annual induction to inform staff of yard duty expectations and legal requirements for supervision Regular briefings throughout the year (at least once per term) for all staff on yard duty requirements including supervision expectations for toilets/bathrooms School Council receive briefings and annual guidance on legal requirements for supervision (Principal and teachers, School Council)	October 2022–23
Risk Title: Online environment Description: There is a risk the school's child	<ul style="list-style-type: none"> Child safety risks in the school's online environment are not identified and appropriately managed. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	Yes	PROTECT Child Safe Standard 9 Ongoing focus to embed and ensure practices for online conduct and online safety are understood by the school community.	October 2022–23

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>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?</i>	<i>When will this be done?</i>
<p>safety policies, procedures and practices do not adequately address and manage the risk of abuse and harm in the school's online environment</p> <p>Risk type: Situational</p>	<ul style="list-style-type: none"> 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 	<p>further risk of abuse if the grooming goes undetected.</p> <ul style="list-style-type: none"> Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> 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 Staff undertake a privacy impact assessment for apps and other platforms in use by the school which includes the risk of access to children or personal information by people external to the school. 		<p>Actions our school will take:</p> <ul style="list-style-type: none"> Annual induction and regular briefings to inform staff, about appropriate use of the school's technology Regular student and parent meetings to discuss technology, safety tools and how to seek help and report concerns including cyberbullying and online grooming. Regular information in the newsletter regarding online conduct and online safety for the school community SWPBS, RR and SEL curriculum includes lessons regarding online conduct and online safety for students ICT/admin staff regularly review and conduct impact assessments for any relevant apps and other platforms in use by the school <p>(Principal and teachers)</p>	
<p>Risk Title: Off-site school activities and use of third-party providers</p> <p>Description:</p> <p>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.</p> <p>Risk type: Situational, Organisational, Propensity, Vulnerability</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Our school complies with relevant policies with respect to the following activities, including policy relating to child safety and wellbeing: <ul style="list-style-type: none"> Excursions NDIS Funded Therapy in Schools Camps and Excursions Policy outlines the controls in place 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 each activity and ensure appropriate controls are in place. This includes activities such as: sporting clinics on or off-site, camps/excursions run by third party providers and visiting speakers 	Yes	<p>PROTECT Child Safe Standard 9</p> <p>Ongoing focus to ensure risks for off-site school activities and school activities that involve third party providers are understood by all school staff.</p> <p>Actions our school will take:</p> <ul style="list-style-type: none"> Annual induction to inform staff of supervision expectations and legal requirements for off-site school activities and school activities engaging a third-party provider Regular briefings each term for all staff on supervision expectations for camps, excursions and incursions Regular briefings for all staff on risk assessment requirements for camps and excursions /incursions Regular briefings to school council on risk assessment requirements for camps and excursions /incursions <p>(Principal, School Council)</p>	October 2022–23
Child Safe Standard 10 – Review of child safety practices						
<p>Risk Title: Review and improvement</p> <p>Description: There is a risk that the implementation of the Child Safe Standards is not regularly reviewed and improved</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Processes are established to review child safety policies and procedures We determine the causes of child safety incidents and monitor for repeat issues or systemic failures, updating any child safety policy, procedure or practice where gaps or improvements are identified 	Yes	<p>PROTECT Child Safe Standard 10</p> <p>Ongoing focus to ensure child safe practices are regularly reviewed by the school.</p> <p>Actions our school will take:</p> <ul style="list-style-type: none"> Processes to regularly review child safety policies and procedures are enacted and implemented by school leadership and school council annually 	October 2022–23

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>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?</i>	<i>When will this be done?</i>
Risk type: Organisational	<ul style="list-style-type: none"> Failure to inform families and communities of the outcome of reviews of child safety policies, procedures and practices 	<p>child abuse and to respond appropriately to complaints and concerns.</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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, and COMPASS when child safety and wellbeing policies are being reviewed and ensure they are invited to provide feedback 		<ul style="list-style-type: none"> The register of the school's child safe policies is updated annually including approvers and review cycles Any child safety incidents are recorded and acted on in a timely manner Families are informed about policy reviews and opportunities to have input into child safety policies and procedures through parent forums, COMPASS, School Council and newsletters (Principal, School Council) 	
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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> If Child Safety and Wellbeing 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 	<ul style="list-style-type: none"> Our suite of child safety and wellbeing policies and procedures address all aspects of the eleven 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 child safety officer (principal) and teachers promote and model our child safety policies, procedures and practices and address any performance concerns relating to staff conduct or implementation Our Child Safety officer (principal) 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	PROTECT Child Safe Standard 11 Ongoing focus to ensure child safe practices are implemented by the school. Actions our school will take: <ul style="list-style-type: none"> Our child safety policies and procedures are updated annually by leadership and School Council, informed by best practice and/or family and community engagement Our child safety policies and procedures are adequately communicated to staff, volunteers and visitors during induction for new and returning staff and during regular staff forums across the year Ongoing professional learning is provided to train and support staff and relevant volunteers on the implementation of child safety policies and procedures (Principal, School Council)	October 2022–2323