

## Child Safe Standards Risk Register 2024

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>
<b>Child Safe Standard 1 – Aboriginal cultural safety</b>						
<p><b>Risk Title:</b> Culturally safe environments</p> <p><b>Description:</b> 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><b>Risk type:</b> Situational, Organisational</p>	<ul style="list-style-type: none"> <li>Racism, discrimination and bullying not adequately managed and addressed</li> <li>Ignorance/lack of awareness</li> <li>Curriculum that doesn't include Aboriginal Australians</li> <li>An unwelcoming environment for Aboriginal students</li> <li>Policy development and review is not consultative</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Aboriginal students do not feel welcome, safe, respected or valued for their diverse and unique identities which may result in them being less likely to report abuse by adults or peers and make them more vulnerable to harm</li> <li>Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented</li> <li>Documents that address Aboriginal cultural safety such as your:               <ul style="list-style-type: none"> <li>Student Wellbeing and Engagement Policy</li> <li>Bullying Prevention Policy</li> <li>Inclusion and Diversity Policy</li> <li>Statement of Values and School Philosophy</li> <li>Child Safety and Wellbeing</li> <li>Child Safety Code of Conduct</li> <li>Koorie Learning, Wellbeing and Safety</li> </ul> </li> <li>Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Wellbeing and Engagement Policy</li> <li>Fly the Aboriginal and Torres Strait Islander flags on school grounds</li> <li>Display plaques and signs to Acknowledge Country and Traditional Owners</li> <li>Acknowledge and draw on the existing knowledge of Aboriginal students and their families</li> <li>Implement the <a href="#">Koorie Education Policy</a> to create a learning environment for all students that acknowledges, respects and values Aboriginal cultures and identities</li> <li>Find out about the Traditional Owners of the land/s where the school is situated at the <a href="#">Map of Indigenous Australia</a> and learn about the importance of <a href="#">acknowledging Traditional Owners</a></li> <li>Develop a resource bank of digital, hardcopy print and other artefacts that support the inclusion of Aboriginal content across the curriculum</li> <li>Recognise key events and anniversaries:               <ul style="list-style-type: none"> <li>21<sup>st</sup> March - Harmony Day</li> <li>26<sup>th</sup> May - Sorry Day and Anniversary the 2017 Uluru Statement of the Heart</li> <li>27<sup>th</sup> May – 3<sup>rd</sup> June Reconciliation Week</li> <li>First week of July NAIDOC week</li> </ul> </li> </ul>	Yes/No	<p><a href="#">PROTECT Child Safe Standard 1</a></p> <ul style="list-style-type: none"> <li>All staff - Begin events and meetings with a Welcome to Country or an Acknowledgement of Country as a standing agenda item</li> <li>Marrung Lead - Make Aboriginal voice part of decision making in matters that affect Aboriginal students</li> <li>Marrung Lead - Celebrate the local Aboriginal community in communications with students, staff, volunteers and families.</li> <li>Marrung Lead - Share information through school newsletters, school assemblies and parent information nights</li> <li>All staff - Learn about Aboriginal histories and cultures, both locally and across Australia</li> <li>All Staff - Speak with respect and confidence about Aboriginal culture, knowledge systems and people</li> <li>Marrung Lead - Use <a href="#">Koorie Engagement Support Officers (KESOs)</a> to provide advice to government schools about creating culturally inclusive learning environments</li> <li>Marrung Lead - Use the <a href="#">Marrung Aboriginal Education Plan 2016–2026</a> to guide the school's support for Aboriginal self-determination</li> <li>Marrung Lead - Ask for feedback from Aboriginal students and their families about what the school does well, and what can be improved</li> </ul>	<p>Ongoing</p> <p>End of year</p>

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			<ul style="list-style-type: none"> <li>4<sup>th</sup> August - National Aboriginal and Torres Strait Islander Children's Day</li> </ul>			
<b>Child Safe Standard 2 – School leadership, governance and culture</b>						
<p><b>Risk Title:</b> Leadership, governance and culture</p> <p><b>Description:</b> There is a risk that child safety and wellbeing is not embedded in the school's leadership, governance and culture</p> <p><b>Risk type:</b> Organisational, Propensity</p>	<ul style="list-style-type: none"> <li>Child safety is not prioritised</li> <li>Decision-making power concentrated in one individual</li> <li>Unclear accountabilities</li> <li>Staff and volunteers are unaware of the school's expectations relating to their conduct and role in supporting child safety and wellbeing</li> <li>Culture of secret keeping</li> <li>Poor management of conflicts of interest</li> <li>Lack of leadership on child safety</li> <li>Poor understanding of the foreseeable risks relating to child abuse</li> <li>Poor understanding of recordkeeping and information management</li> <li>Poor child safety messaging</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because staff and volunteer roles and responsibilities are not clear</li> <li>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.</li> <li>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.</li> <li>Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Our Child Safety Code of Conduct is adopted and actively enforced by school leadership</li> <li>Staff, contractors or visitor conduct not inline with the Child Safety Code of Conduct will be swiftly addressed</li> <li>Our Child Safety and Wellbeing Policy and Code of Conduct are publicly available and promoted in the school community</li> <li>This risk register is reviewed annually and after any significant child safety incident or concern</li> <li>Our Volunteers Policy supports volunteers to understand their obligations on information sharing and recordkeeping</li> <li>PROTECT posters and the Four Critical Actions are displayed around the school</li> <li>Records management obligations are met through adherence to the <a href="#">Records Management - School Records Policy</a></li> <li>All staff and relevant volunteers understand their obligations on information sharing and record keeping through induction, training and support from leadership</li> <li>Promote regular open discussion on child safety issues within the school community including at leadership meetings, staff meetings and school council meetings</li> <li>Nominate a Child Safety Champion (Assistant Principal) to lead the school's child safety approach</li> <li>Assign responsibility to the Child Safet Champion to review and update the Child Safety Risk Register annually</li> <li>Form a working group with staff (Wellbeing Team) and students to support the Child Safety Champion and promote child safety</li> </ul>	Yes/No	<a href="#">PROTECT Child Safe Standard 2</a> <ul style="list-style-type: none"> <li>Principal – Promote the school's child safety policies via Compass, meetings, welcome packs, induction and in the newsletter</li> <li>Assistant Principal – Create child-friendly versions of the Child Safety and Wellbeing Policy and Code of Conduct with student input and make these versions publicly available</li> <li>Principal and LCL - Promote regular open discussion on child safety issues within the school community including at leadership, LC meetings, staff meetings and school council meetings</li> <li>SRC Facilitator - Ask students what matters to them, what makes them feel safe and whether the school's child safety strategies are meeting their needs, through the SRC</li> <li>School Admin – ensure visitors are appropriately supervised on site in line with the <a href="#">Visitors in Schools</a> policy</li> </ul>	<p>Term 1 and ongoing.</p> <p>When policy is reviewed by SRC.</p> <p>1 per term</p> <p>Annually</p> <p>Ongoing</p>
<b>Child Safe Standard 3 – Children are safe, informed and actively participate</b>						
<p><b>Risk Title:</b> Student empowerment</p> <p><b>Description:</b> There is a risk that students will not be empowered about their rights, participate in</p>	<ul style="list-style-type: none"> <li>Students don't know how to make a complaint or raise a concern or don't feel confident that they will be listened to</li> <li>Students don't understand their rights</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Failure to empower students with information about their rights, child safety risks, and sexual</li> </ul>	<ul style="list-style-type: none"> <li>Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented</li> <li>Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students</li> </ul>	Yes/No	<a href="#">PROTECT Child Safe Standard 3</a> <ul style="list-style-type: none"> <li>Assistant Principal/Wellbeing Team - Provide age-appropriate and accessible information to students such as about the school's Child Safety and Wellbeing Policy and Code of Conduct</li> </ul>	End of 2024

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<p>decisions affecting them or be taken seriously</p> <p><b>Risk type:</b> Vulnerability</p>	<ul style="list-style-type: none"> <li>• Student input in decision making is not supported or valued</li> <li>• Student contributions or concerns are not taken seriously</li> <li>• Students are not offered sexual abuse prevention education</li> <li>• Students are coerced or silenced by adults at the school</li> <li>• Lack of friendship or peer support</li> </ul>	<p>abuse prevention will increase the risk of abuse going unidentified and unspoken</p> <ul style="list-style-type: none"> <li>• If students do not feel confident or empowered to raise a concern, they will be unwilling to report abuse</li> <li>• Lack of friendship or peer support may increase vulnerability to abuse</li> <li>• 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</li> <li>• Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Student Wellbeing and Engagement Policy outlines the controls in place to ensure student wellbeing is supported and prioritised</li> <li>• Students are provided with age-appropriate sexual abuse prevention programs and relevant related information through <a href="#">Resilience, Rights and Respectful Relationships teaching and learning materials</a></li> <li>• Students are educated about their rights through Social Emotional Learning (flourish lessons)</li> <li>• Friendship and peer support are promoted through Friendology and Flourish lessons</li> <li>• Involve students in consultation processes and inform them of their impact of decision-making</li> <li>• Provide students who find it harder to speak up or be heard with multiple avenues for communicating, including writing, drawing or physical forms of communication</li> <li>• Display posters acknowledging sexuality and gender diversity</li> <li>• Provide buddying and mentoring programs for new students transitioning to the school mid-year or outside of the regular transition timeline</li> <li>• Provide students practical protective strategies, including: <ul style="list-style-type: none"> <li>○ what to do when they feel unsafe</li> <li>○ phrases they can use to raise an objection</li> <li>○ pathways for raising safety concerns</li> <li>○ online safety behaviours</li> </ul> </li> <li>• Provide a range of age-appropriate picture books, fiction and non-fiction that include: <ul style="list-style-type: none"> <li>○ children's right and empowerment themes</li> <li>○ cultural and linguistic diversity</li> <li>○ neurodiverse characters and people with disability</li> <li>○ diversity in sexual orientation and gender</li> </ul> </li> <li>• Through the Child Safety Staff Workshop provide training to staff and volunteers about: <ul style="list-style-type: none"> <li>○ children's rights, including the 4 guiding principles in the <a href="#">Convention on the Rights of the Child</a>.</li> <li>○ being attuned to <a href="#">signs of harm</a> and risk factors in students.</li> <li>○ recognising that students might communicate in different ways, including through verbal and non verbal cues, play, body language, facial expressions, drawings or behaviours.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• All staff – Inform students of their rights and special protections including the right to: <ul style="list-style-type: none"> <li>○ Live and grow up healthy</li> <li>○ Have a say about decisions affecting them</li> <li>○ Get information that is important to them</li> <li>○ Be safe and not harmed by anyone</li> </ul> </li> <li>• Wellbeing Team – provide information through the curriculum via Resilience, Rights and Respectful Relationships.</li> <li>• Wellbeing Team - Give students a variety of ways to raise concerns or share feedback, for example: <ul style="list-style-type: none"> <li>○ provide an anonymous, year level student suggestion box</li> <li>○ distribute regular online surveys</li> <li>○ display information about the adults who students can talk to if they have a concern</li> </ul> </li> <li>• Wellbeing Team – Develop age-appropriate curriculum content about respectful relationships, sexuality, consent and sexual abuse prevention through the <a href="#">Resilience Rights and Respectful Relationships teaching and learning materials</a> as part of implementing the whole school approach to Respectful Relationships</li> <li>• Classroom Teachers – Deliver the curriculum provided by the Wellbeing Team</li> <li>• SRC – Display visually engaging and easy to read posters promoting student voice and agency</li> </ul>	
<b>Child Safe Standard 4 – Family engagement</b>						
<p><b>Risk Title:</b> Families and community involvement</p>	<ul style="list-style-type: none"> <li>• Unwelcoming staff</li> <li>• Lack of appreciation of the value of community</li> </ul>	<ul style="list-style-type: none"> <li>• Child safety and wellbeing practices without input from families may result in practices that do not cover all the diverse</li> </ul>	<ul style="list-style-type: none"> <li>• Our Child Safety and Wellbeing Policy outlines the controls in place to engage families and is implemented</li> </ul>	<p>Yes/No</p>	<p><a href="#">PROTECT Child Safe Standard 4</a></p> <ul style="list-style-type: none"> <li>• School Admin – Provide new enrolments with family welcome packs that include</li> </ul>	<p>Ongoing</p>



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<p><b>Description:</b> There is a risk that families and communities are not informed, and involved in promoting child safety and wellbeing</p> <p><b>Risk type:</b> Organisational</p>	<p>consultation and engagement</p> <ul style="list-style-type: none"> <li>The school does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing</li> <li>Lack of staff training, culture or willingness to engage families and communities</li> </ul>	<p>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)</p> <ul style="list-style-type: none"> <li>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.</li> <li>Families cannot help students identify abuse</li> <li>Families do not support students who want to make a complaint</li> <li>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.</li> <li>Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>All child safety and wellbeing policies and procedures are publicly available and promoted in the school community</li> <li>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 newsletters</li> <li>Conduct school open days or host community events, such as whole school athletics days, open nights, welcome picnics, fundraising events to welcome families and the broader community</li> <li>Create a welcoming environment at school reception so community members and families feel respected, included and safe to come onto school grounds</li> <li>Ask parents and carers about their children in formal settings such as parent/teacher interviews/surveys</li> <li>Ask parents and carers about their children during chance meetings at pick up and drop off</li> <li>As policies are updated or go via the Education Committee they will be updated and available publicly on the school's website</li> </ul>		<p>information about child safety, the school's complaints processes and how to raise concerns</p> <ul style="list-style-type: none"> <li>Leadership - Incorporate child safety questions in parent and carer surveys to measure awareness and confidence in the school's child safety approach</li> <li>Leadership/Elyce (policies) – Remind the school community about shared roles of parents, carers and school staff in creating a positive environment for learning by promoting the <a href="#">Respectful Behaviours in the School Community Policy</a></li> </ul>	End of Term 4
<b>Child Safe Standard 5 – Equity and diverse needs</b>						
<p><b>Risk Title:</b> Diversity and equity</p> <p><b>Description:</b> There is a risk that equity is not effectively upheld, and diverse needs are not respected in policy and practice</p> <p><b>Risk type:</b> Vulnerability</p>	<ul style="list-style-type: none"> <li>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)</li> <li>Diverse cohorts not supported adequately</li> <li>Diverse cohorts feel unwelcome</li> <li>Lack of staff training on diversity and supporting and responding to vulnerable students</li> <li>Lack of respectful culture</li> <li>Incidents of discrimination or humiliation are not effectively addressed and managed</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>Our Child Safety and Wellbeing Policy outlines the controls in place to support equity and diverse needs and is implemented</li> <li>Our Student Wellbeing and Engagement Policy outlines how the school pays particular attention to the needs of: <ul style="list-style-type: none"> <li>students with disability</li> <li>students from culturally and linguistically diverse backgrounds</li> <li>students who are unable to live at home</li> <li>international students</li> <li>lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+) students</li> </ul> </li> <li>Child safety information, support and complaints processes are culturally safe, accessible and easy to understand</li> <li>Bullying Prevention Policy</li> <li>Inclusion and Diversity Policy</li> <li>Gender neutral toilet available to students and staff</li> <li>Our school implements: <ul style="list-style-type: none"> <li><a href="#">Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials</a></li> <li><a href="#">Respectful Relationships whole school approach</a></li> </ul> </li> </ul>	Yes/No	<p><a href="#">PROTECT Child Safe Standard 5</a></p> <ul style="list-style-type: none"> <li>Wellbeing Team/Classroom Teachers – Recognise the range of diverse student and family attributes.</li> <li>Leadership – Offer buddying and mentoring for students who are at risk of social isolation.</li> <li>Wellbeing Team – Compile a range of age-appropriate instructional materials for exploring differences and similarities in class and across the whole school community including Resilience Right and Respectful Relationships resources</li> </ul>	Ongoing  End of 2024

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<b>Child Safe Standard 6 – Suitable staff and volunteers</b>						
<p><b>Risk Title:</b> Suitable staff (including contractors engaged by the school in child-related work)</p> <p><b>Description:</b> 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><b>Risk type:</b> Organisational, Propensity</p>	<ul style="list-style-type: none"> <li>Poor recruitment and pre-employment screening processes</li> <li>Provision of false information during recruitment</li> <li>Poor management of conflicts of interest</li> <li>Insufficient induction on commencement of working at school</li> <li>Inappropriate behaviour by other adults is not called out due to lack of empowerment or awareness of behaviours of concern</li> <li>Insufficient promotion of the school's commitment to child safety</li> <li>Lack of child safety culture</li> <li>Insufficient supervision</li> <li>Performance management does not focus on or address concerns relating to child safety and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient promotion of the school's commitment to child safety during recruitment processes may fail to deter potential predators from seeking employment</li> <li>History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse</li> <li>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.</li> <li>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.</li> <li>Insufficient supervision and performance management results in increased risk of child abuse and harm to students</li> <li>Staff do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm</li> <li>Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>Our Child Safety and Wellbeing Policy outlines the controls in place: <ul style="list-style-type: none"> <li>for child safe recruitment and screening practices for staff.</li> <li>to ensure staff are provided with an appropriate induction in the school's child safety policies and practices.</li> <li>to ensure ongoing supervision and management of staff is focused on child safety and wellbeing</li> </ul> </li> <li>All actions and strategies outlined in our Child Safety and Wellbeing Policy are implemented</li> <li>Ensure recruitment advertisements for staff in child-connected work adhere to DET guidelines</li> <li>Include selection criteria relevant to role being advertised</li> <li>Screen all staff, volunteers, leaders and School Council members for their suitability during recruitment</li> <li>Carefully consider interview panel members and ensure they have the right skills, experience and information to perform their role</li> <li>Seek referees for both staff and volunteers as appropriate</li> <li>School leaders know how to manage a staff member whose behaviour raises child safety concerns</li> <li>Leadership take early action to provide feedback to staff and correct any concerning or unsafe conduct as a preventative method</li> </ul>	Yes/No	<a href="#">PROTECT Child Safe Standard 6</a> <ul style="list-style-type: none"> <li>Leadership – Include child safety and wellbeing as a regular agenda item for Leadership and LC admin meeting</li> <li>Leadership – provide formal and informal observations of staff working with children</li> <li>Leadership - Provide feedback to staff on how to support student's safety and wellbeing through regular check -ins or as appropriate</li> </ul>	Ongoing
<p><b>Risk Title:</b> Suitable Volunteers</p> <p><b>Description:</b> 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</p> <p><b>Risk type:</b> Organisational, Propensity</p>	<ul style="list-style-type: none"> <li>Screening processes lack sufficient strength to reveal histories and behaviours of concern</li> <li>Systems, processes, policies and culture do not demonstrate sufficient strength and transparency to deter potential perpetrators from attempting predatory behaviours</li> <li>Conflict of interest</li> <li>Lack of child safety culture</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient promotion of the school's commitment to child safety may fail to deter potential predators from volunteering at the school</li> <li>History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse</li> <li>Insufficient induction results in the increased risk that volunteers do not understand their role and responsibilities in promoting and</li> </ul>	<ul style="list-style-type: none"> <li>Volunteer Policy outlines the controls in place to ensure volunteers are suitable to work with children including screening, induction, and ongoing management and supervision</li> <li>Volunteers engaged in canteen, educational activities, excursions, incursions, school directed sports, performances and school events 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</li> <li>Volunteers who are working with children or who may have access to students in</li> </ul>	Yes/No	<a href="#">PROTECT Child Safe Standard 6</a> <ul style="list-style-type: none"> <li>School Admin – Follow process to ensure all volunteers WWC are recorded</li> <li>School Admin &amp; Elyce (policies) – Establish a school wide practice for how volunteers will be inducted</li> <li>Leadership – Ensure all staff are aware of the volunteer induction process</li> </ul>	Ongoing  End of Term 1 - 2024

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<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>
	<ul style="list-style-type: none"> <li>Insufficient induction and training</li> <li>Insufficient supervision</li> </ul>	<p>supporting child safety resulting in increased risk of harm.</p> <ul style="list-style-type: none"> <li>Insufficient supervision results in increased risk of child abuse and harm to students</li> <li>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)</li> <li>Physical and psychological harm as a result of child abuse</li> </ul>	<p>unsupervised or high-risk settings will always be supervised by a member of school staff</p> <ul style="list-style-type: none"> <li>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</li> <li>Let students know that they can make a complaint about any kind of harm, perpetuated at school, outside school, by an adult or by other children, including bullying or cyberbullying and all forms of abuse</li> <li>Receive complaints thoughtfully, taking care to validate students' experiences – what may seem small to an adult might not be to a child</li> <li>Ensure complaint handling systems and processes are confidential and that only authorised staff can access complaint records</li> </ul>			
<b>Child Safe Standard 7 – complaints processes</b>						
<p><b>Risk Title:</b> Complaints processes</p> <p><b>Description:</b> There is a risk that processes for complaints and concerns are not child focused</p> <p><b>Risk type:</b> Organisational, Vulnerability</p>	<ul style="list-style-type: none"> <li>Students and parents/carers are uncertain about how to raise a complaint or concern because information is not accessible or easily understood</li> <li>Processes do not support students, parents and carers to make complaints or raise concerns</li> <li>Complaints processes or responsible staff do not make students feel safe or supported to report</li> <li>Student input in decision making is not valued</li> <li>Student, parent and carer concerns/complaints are not taken seriously</li> <li>Inadequate response to complaints or concerns relating to child abuse</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to child abuse</li> <li>The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are publicly available on the school website</li> <li>The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff</li> <li>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</li> <li>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</li> <li>Encourage students to raise concerns with a trusted adult if anything makes them feel uncomfortable or unsafe</li> <li>Make sure it's easy for students, families, staff and volunteers to access and understand the complaints process</li> </ul>	Yes/No	<p><a href="#">PROTECT Child Safe Standard 7</a></p> <ul style="list-style-type: none"> <li>SRC – Facilitate student discussions about what would help them speak up when they have concerns</li> <li>Wellbeing Team – Support students to develop the skills to make complaints and raise concerns by implementing the whole school approach to Respectful Relationships</li> <li>Wellbeing Team – provide feedback mechanisms that allow for anonymity, such as secure suggestion boxes.</li> <li>Wellbeing Team - Regularly review and action the suggestions received</li> </ul>	<p>Termly</p> <p>End of 2024</p> <p>Ongoing</p>



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>
			<ul style="list-style-type: none"> <li>• Hosts the school's Complaints Policy on a public-facing website, make physical copies available from the school</li> <li>• Include information about how to make a complaint in the school welcome pack</li> </ul>			
<b>Child Safe Standard 8 – Child safety knowledge, skills and awareness</b>						
<p><b>Risk Title:</b> Knowledge, skills and awareness</p> <p><b>Description:</b> 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</p> <p><b>Risk type:</b> Organisational</p>	<ul style="list-style-type: none"> <li>• Child safety and wellbeing training not provided to staff and school council annually</li> <li>• Child safety and wellbeing training is not refreshed or updated where policy, practice or law has changed</li> <li>• Volunteers are not required to undertake child safety training that is appropriate to the nature of their role</li> <li>• Training does not cover all necessary topics</li> <li>• Training is poorly facilitated</li> <li>• Also refer to Child Safe Standard 6 risks above</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Our Volunteers policy provides information on training for volunteers</li> <li>• Volunteers that are engaged in canteen, educational activities, excursions, incursions, school directed sports, performances and school events are provided with child safety training that is appropriate to the activity and the volunteer's role</li> <li>• Include Child Safety as a standing order for Leadership meetings</li> <li>• Require all staff with Mandatory Reporting obligations to refresh their <a href="#">Protecting Children – Reporting and Other Legal Obligations (Mandatory Reporting)</a> training at least once a year</li> <li>• Maintain records of annual child safety programs including presentation materials, minutes and list of attendees</li> <li>• All staff undergo a Child Safety Induction Workshop at the beginning of the school year including: <ul style="list-style-type: none"> <li>○ The Child Safety and Wellbeing Policy</li> <li>○ The Child Safety Code of Conduct</li> <li>○ The Child Safety Responding and Reporting Obligations</li> <li>○ Signs of harm and risk factors</li> <li>○ Building culturally safe environments</li> <li>○ Privacy, information sharing and record keeping</li> </ul> </li> </ul>	Yes/No	<a href="#">PROTECT Child Safe Standard 8</a> <ul style="list-style-type: none"> <li>• Leadership - Offer a range of optional and compulsory education and training activities, including: <ul style="list-style-type: none"> <li>○ Professional Learning Communities</li> <li>○ Peer discussions, scenarios and worked examples</li> <li>○ Training days</li> </ul> </li> <li>• Wellbeing Team – Provide staff and relevant volunteers with up-to-date contact details for local support services for students and families</li> <li>• Principal – Child Safety School Council Induction</li> <li>• Leadership – Staff PL on managing disclosures of family violence</li> </ul>	<p>Ongoing</p> <p>Be the end of Term 1</p> <p>By the end of 2024</p>
<b>Child Safe Standard 9 – Physical and online environments</b>						
<p><b>Risk Title:</b> School physical environment</p> <p><b>Description:</b> 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</p>	<ul style="list-style-type: none"> <li>• Areas of child safety risk in the school buildings or grounds are not identified and appropriately supervised or managed.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Yard Duty and Supervision Policy outlines supervision processes and requirements with a focus on child safety</li> <li>• 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 the boundary fences, east facing side of the council oval and areas with built up trees and foliage</li> <li>• 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</li> </ul>	Yes/No	<a href="#">PROTECT Child Safe Standard 9</a>	

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<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>
<b>Risk type:</b> Situational			<p>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</p> <ul style="list-style-type: none"> <li>Supervise students properly in all settings, including the playground, excursions and camps</li> <li>Identify and document the school's child safety risks in the school's risk register and ensure strategies are in place to manage those risks</li> <li>Consider the range of school environments and the nature of physical spaces including onsite buildings and groups, classrooms, corridors, and pick-up and drop-off areas</li> <li>Consider risks arising from child-to-child and adult-to-child interactions in physical and online spaces</li> <li>Inform students about spaces that are off limits, including out-of-bounds areas, storerooms and staff rooms</li> <li>Reduced entry and exit points at the school, with gates and signage that directs all visitors to access the site via the Administration Office</li> <li>Garden sheds and store cupboards are locked unless in use, with controlled access to keys</li> <li>students are required to go to the bathroom with a partner during class time</li> <li>Toilets are located in a central area of the school and the entrance and exit has good visibility from other areas of the school</li> <li>When works are being completed on the school grounds, works are fenced off and there is no interaction between students and building contractors</li> </ul>			
<b>Risk Title:</b> Online environment  <b>Description:</b> 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  <b>Risk type:</b> Situational	<ul style="list-style-type: none"> <li>Child safety risks in the school's online environment are not identified and appropriately managed.</li> <li>Students are not provided with education about online risks and appropriate online behaviours.</li> <li>Online safety measures fail to adapt to emerging technologies and child safety risks</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>Digital Learning Policy outlines the controls in place for online conduct and online safety and is implemented</li> <li>Acceptable Use Agreements are in place and enforced</li> <li>Students participate in an annual lesson outlining safe behaviours when using digital devices</li> <li>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</li> <li>Staff undertake a privacy impact assessment for apps and other platforms in use by the school which includes the risk of access to</li> </ul>	Yes/No	<a href="#">PROTECT Child Safe Standard 9</a> <ul style="list-style-type: none"> <li>ICT Leader – Keep up to date with current online safety issues and expert information from specialist governments and non-government bodies including the Office of the e-Safety Commissioner and eSmart schools</li> <li>ICT Leader/PLT – Explore ways to integrate safe online and digital device behaviours across the school</li> </ul>	Ongoing



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<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>
			<ul style="list-style-type: none"> <li>children or personal information by people external to the school</li> <li>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</li> <li>Use filtering software on school-based devices</li> <li>Have guidelines for taking, storing and using images of children and students – including photos and video recordings as outlined in the Digital Learning Policy</li> <li>Provide avenues to students, families, carers, communities and staff to report online issues or concerns</li> <li>Protect student privacy by supporting students to limit the amount of information provided online</li> </ul>			
<p><b>Risk Title:</b> Off-site school activities and use of third-party providers</p> <p><b>Description:</b></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><b>Risk type:</b> Situational, Organisational, Propensity, Vulnerability</p>	<ul style="list-style-type: none"> <li>School staff fail to identify and manage risks of child abuse occurring during off-site school activities</li> <li>School staff fail to identify and manage risks of child abuse by third-party providers engaged by the school</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>Our school complies with relevant policies with respect to the following activities, including policy relating to child safety and wellbeing:</li> <li>Government schools – [update the following list of DE policies relevant to your school's activities] <ul style="list-style-type: none"> <li><a href="#">Excursions</a></li> <li><a href="#">NDIS Funded Therapy in Schools</a></li> <li><a href="#">Procurement</a></li> <li>For others, see the <a href="#">Policy and Advisory Library</a></li> </ul> </li> <li>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 including activities such as sporting clinics and in-school experiences</li> <li>Risk assessment and necessary documentation to be completed prior to any excursion, camp or off-site activity</li> </ul> <p><b>Procurement and third parties:</b></p> <ul style="list-style-type: none"> <li>All contractors are to provide their Working with Children Clearance upon initial entry to the school to be kept on record</li> <li>All contractors MUST sign in and obtain a visitors pass before being assigned to their work area</li> <li>Require contractors to adhere to the school's induction process</li> </ul>	Yes/No	<p><a href="#">PROTECT Child Safe Standard 9</a></p> <ul style="list-style-type: none"> <li>School Admin/Elyce (policies) – Evaluate and amend the visitors/contractors sign-in process and ensure that a requirement of that is that they wear a visitors pass</li> <li>Leadership – Regularly advise ALL staff of their responsibility to approach unaccompanied visitors at the school</li> <li>Leadership – Communicate the visitors process to all staff and inform them of their roles and responsibilities</li> <li>School Admin – Provide all third part contractors with the school's Child Safety Code of Conduct and Child Safety and Wellbeing Policy</li> <li>School Admin – keep record of due diligence processes</li> <li>School Admin – risk assessment of the environment and work, inline with the Child Safe Standards, of any work being carried out by third party contractors</li> </ul>	Ongoing
<b>Child Safe Standard 10 – Review of child safety practices</b>						
<p><b>Risk Title:</b> Review and improvement</p> <p><b>Description:</b> There is a risk that the implementation of the</p>	<ul style="list-style-type: none"> <li>Failure to regularly review child safety policies, procedures and practices (every 2 years) or following any significant child safety incident</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	Yes/No	<p><a href="#">PROTECT Child Safe Standard 10</a></p> <ul style="list-style-type: none"> <li>Leadership – Identify ways to involve staff, volunteers, students, families and community members in review processes</li> </ul>	Ongoing

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<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 Standards is not regularly reviewed and improved  <b>Risk type:</b> Organisational	<ul style="list-style-type: none"> <li>Failure to use analysis of complaints, concerns and safety incidents to inform possible improvements to child safety policies, procedures and practices</li> <li>Failure to inform families and communities of the outcome of reviews of child safety policies, procedures and practices</li> </ul>	<ul style="list-style-type: none"> <li>abuse and to respond appropriately to complaints and concerns.</li> <li>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 appropriately to complaints and concerns.</li> <li>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.</li> <li>Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>A working group (led by the child safety champion) is established to review child safety policies and procedures</li> <li>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</li> <li>We have a log of complaints and concerns to allow us to monitor areas for improvement in our child safety policies, procedures and practices</li> <li>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</li> <li>Child Safety is a standing agenda item in staff and school leadership meetings</li> <li>Monitor and manage child safety risks using a risk register</li> <li>Establish a system for all record keeping including complaints, mandatory reporting, incidents etc</li> </ul>			
<b>Child Safe Standard 11 – Implementation of child safety practices</b>						
<b>Risk Title:</b> Policies and procedures  <b>Description:</b> 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.  <b>Risk type:</b> Organisational	<ul style="list-style-type: none"> <li>The policies and procedures do not address all actions and measures required under the Child Safe Standards</li> <li>The policies and procedures are not informed by best practice models and family and community engagement</li> <li>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</li> <li>Policies and procedures are difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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.</li> <li>Failure to induct, train and support staff and relevant volunteers on implementation of child safety policies and procedures increases the risk of child abuse</li> <li>Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>Our suite of child safety and wellbeing policies and procedures address all aspects of the Child Safe Standards</li> <li>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</li> <li>Our school leaders model our Child Safety policies, procedures and practices and address any performance concerns relating to staff conduct or implementation</li> <li>Our Child Safety Champion regularly reviews <a href="#">PROTECT guidance</a> and other relevant policies, procedures and practices are informed by best practice and updated where required</li> <li>Child safety policies and documents are in an easily accessible, public-facing location, such as the school website</li> <li>Use the Child Safety Risk Register to record any risks associated with child safety</li> </ul>	Yes/No	<a href="#">PROTECT Child Safe Standard 11</a> <ul style="list-style-type: none"> <li>Leadership – Integrate child safety into the induction processes, ongoing education, training and supervision for all staff and volunteers</li> <li>School Admin – provide copies of your child safety policies in welcome packs</li> <li>Leadership – allocate regular time for child safety agenda items in staff meetings</li> <li>Assistant Principal – Include regular child safety items in the newsletter to families</li> <li>Wellbeing Team – Maintain high visibility of child safety and wellbeing</li> <li>Wellbeing Team - Discuss child safety at staff and parent meetings, and school assemblies</li> <li>Wellbeing Team - Display posters, write articles, newsletters and staff bulletins on child safety topics</li> <li>Leadership – Monitor how staff and volunteers contribute to child safety through supervision, discussions, staff meetings and surveys.</li> </ul>	Ongoing

<b>Responsible staff member:</b>	Assistant Principal (Child Safe Champion)
<b>Endorsed by:</b>	School Council
<b>Date endorsed:</b>	May 2024

<b>Next review date:</b>	May 2026 or after any significant child safety incident
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