



# WERRIBEE SECONDARY COLLEGE CHILD SAFE STANDARDS RISK REGISTER

For further information please refer to: [PROTECT](#)

School name:	Werribee Secondary College	Responsible staff member:	Principal, Director of Wellbeing and Inclusion
Date endorsed:	October 2023	Endorsed by:	Principal, College Council
Next review date:	October 2025	File location:	Internal policy folder, college website

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>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 identifies 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>We address Aboriginal &amp; Torres Strait Islander cultural safety through:               <ul style="list-style-type: none"> <li>Marrung Framework which includes students having access to:                   <ul style="list-style-type: none"> <li>Regular SSG's</li> <li>IEPs with Cultural Plans</li> <li>Partnership with KESO</li> </ul> </li> <li>Marrung Champion- (Assistant Principal)</li> <li>Student Wellbeing and Engagement Policy</li> <li>Bullying Prevention Policy</li> <li>Inclusion and Diversity Policy</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> </ul>	Yes	<ul style="list-style-type: none"> <li>Begin events and meetings with a Welcome to Country or an Acknowledgement of Country as a standing agenda item. Use this as an opportunity to pause and reflect or open a discussion.</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>Make Aboriginal voice part of decision making in matters that affect Aboriginal students. Be open to different ways of doing and expressing things.</li> <li>Celebrate the local Aboriginal community in communications with students, staff, volunteers and families. Share information through school newsletters, school assemblies, parent information nights.</li> <li>Lead on safety and inclusion for all Aboriginal students and their families. Learn more about Aboriginal histories and cultures, both locally and across Australia. Speak with respect and confidence about Aboriginal culture, knowledge systems and people.</li> <li>Build schoolwide knowledge of Aboriginal histories, cultures, perspectives, values, skills and attitudes.</li> </ul>	Ongoing

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<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. Inconsistent staff, contractor or volunteer conduct is 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> and all staff and relevant volunteers understand their obligations on information sharing and record keeping through induction, training and support from leadership.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Promote the school's child safety policies at assemblies, meetings, welcome packs, newsletters and other regular communications.</li> <li>• 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>• Use the Child Safety and Wellbeing policy to promote the school's commitment to child safety.</li> <li>• Communicate and demonstrate that mistreatment of students and racism is not tolerated in any way and that students who speak out are listened to and taken seriously.</li> <li>• Promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings.</li> </ul>	Ongoing
<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 decisions affecting them or be taken seriously</p> <p><b>Risk type:</b> Vulnerability</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> <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>	<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 abuse prevention will increase the risk of abuse going unidentified and unspoken</li> <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>• 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> <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 <b>Resilience, Rights and Respectful Relationships teaching and learning materials which is delivered through Home Group sessions daily.</b></li> <li>• Students are educated about their rights through our [Health curriculum ]</li> <li>• Friendship and peer supports are promoted through [Student Wellbeing &amp; Inclusion lunchtime programs such as: <ul style="list-style-type: none"> <li>- Rainbow Alliance</li> <li>- Thoughtful Thursdays</li> <li>- Friendly Faces</li> <li>- Mindful Mondays &amp; Meditation</li> </ul> </li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Inform students of their <a href="#">rights and special protections</a> 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>• When sharing information under the <a href="#">information sharing schemes</a>: <ul style="list-style-type: none"> <li>○ work to build trust by being open and transparent about information sharing and keep the child and family informed each time their information is shared if it is appropriate, safe and reasonable to do so</li> <li>○ seek and consider the views of the child (or the relevant family members) about sharing their confidential information if it is</li> </ul> </li> </ul>	Ongoing

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			<ul style="list-style-type: none"> <li>- Wellbeing Wednesdays ]</li> <li>- Breakfast Club</li> </ul>		<p>appropriate, safe and reasonable to do so</p> <ul style="list-style-type: none"> <li>• Provide information through the curriculum via relevant subject areas to promote: <ul style="list-style-type: none"> <li>○ <a href="#">Resilience, Rights and Respectful Relationships</a></li> <li>○ <a href="#">School-wide Positive Behaviour Support Framework</a></li> <li>○ <a href="#">Safe Schools</a></li> <li>○ <a href="#">Bully Stoppers</a></li> <li>○ <a href="#">Vic SRC's Introduction to Student Voice</a></li> <li>○ <a href="#">eSmart.</a></li> </ul> </li> </ul>	
<b>Child Safe Standard 4 – Family engagement</b>						
<p><b>Risk Title:</b> Families and community involvement</p> <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>	<ul style="list-style-type: none"> <li>• Unwelcoming staff</li> <li>• Lack of appreciation of the value of community consultation and engagement</li> <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>	<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 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)</li> <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>• Our Child Safety and Wellbeing Policy outlines the controls in place to engage families and is implemented</li> <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, newsletters &amp; through social media.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Nominate a contact person for new enrolments and provide their details in induction materials or school transition packs.</li> <li>• Conduct school open days or host community events, such as a school fete or fair, 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>• Provide frequent opportunities for parents and carers to engage with staff to discuss their children’s experiences at school.</li> <li>• Organise interpreters and translations to engage families from non-English speaking backgrounds in conversations about the school’s child safety strategies.</li> <li>• Incorporate child safety questions in parent and carer surveys to measure awareness and confidence in the school’s child safety approach and to support ongoing improvement.</li> <li>• Communicate with and appropriately involve families at all stages of the process if a concern is raised or complaint is made.</li> </ul>	Ongoing

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<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>Student Wellbeing and Engagement Policy outlines how the school pays particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+) students</li> <li>Child safety information, support and complaints processes are culturally safe, accessible and easy to understand</li> <li>If your school has other documents that address diversity and equity include these here, such as: <ul style="list-style-type: none"> <li>Bullying Prevention Policy</li> <li>Inclusion and Diversity Policy</li> <li>Marrung Framework</li> </ul> </li> <li>Implement: <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	<ul style="list-style-type: none"> <li>Recognise the range of diverse student and family attributes. Pay attention to: <ul style="list-style-type: none"> <li>cultural safety for Aboriginal and Torres Strait Islander students</li> <li>the needs of students with disability and responses to disability</li> <li>the needs of students from diverse religious and cultural communities</li> <li>the needs of very young students and children</li> <li>the impact of prior trauma</li> <li>gender differences</li> <li>the experiences of lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) students</li> <li>challenges for students who are in foster care, out of home care, living away from home or international students</li> <li>students experiencing pregnancy or who are young parents</li> <li>socio-economic factors (experiencing family homelessness, insecure employment or accommodation, individual or family contact with the justice system, poverty, addiction, low educational attainment, remote or regional isolation).</li> </ul> </li> <li>Pay attention to diverse student cohorts and individuals in your community, recognising that they may have higher risk of harm.</li> <li>Normalise asking for and using people’s pronouns and names for students.</li> <li>Use contemporary, culturally sensitive and inclusive examples when discussing families, relationships or professions and vocations.</li> <li>Communicate that discrimination and bullying are not tolerated – if incidents of bullying or discrimination occur,</li> </ul>	Ongoing

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					<p>address the incident in line with school policy.</p> <ul style="list-style-type: none"> <li>• Let students know they can raise concerns or report incidents that occurred at school and outside the school.</li> <li>• Check in with vulnerable students and their families to confirm their needs are being met. This can occur at pick-up or drop-off, at parent teacher interviews or through informal discussions.</li> <li>• Engage genuinely with students. Find out what matters to them, what they know and don't know about safety, and what they need to be safe and feel safe.</li> <li>• Validate students' feelings. Students may feel that they have not been listened to or believed in the past.</li> <li>• Offer buddying and mentoring for students who are at risk of social isolation.</li> <li>• Discuss how students feel about discussing their personal circumstances and respect their wishes. Note that where staff or volunteers have formed a reasonable belief that sharing information is necessary to lessen or prevent a serious threat to an individual's life, health, safety or welfare, they may be required to share information despite the wishes of the student that their information remain confidential.</li> <li>• Recognise dates that connect with your school community, for example: <ul style="list-style-type: none"> <li>○ Cultural Diversity Week (March)</li> <li>○ Hearing Awareness Week (1–7 March)</li> <li>○ IDAHOBIT (International Day Against Homophobia, Biphobia, Intersexism and Transphobia, 17 May)</li> <li>○ National Reconciliation Week (27 May–3 June)</li> <li>○ Crazy Hair Day (Cystic Fibrosis Awareness, 26 July)</li> <li>○ World Mental Health Day (10 October)</li> </ul> </li> </ul>	

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<ul style="list-style-type: none"> <li>○ International Day of Persons with Disability (3 December)</li> <li>● Compile a range of age-appropriate instructional materials for exploring differences and similarities in class and across the whole school community including:               <ul style="list-style-type: none"> <li>○ Resilience Rights and Respectful Relationships resources</li> <li>○ Books, and resources that reflect diverse views and perspectives</li> <li>○ Speech and drama scripts that explore themes around diversity.</li> </ul> </li> </ul>						
<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> </ul>	Yes	<ul style="list-style-type: none"> <li>● Ensure recruitment advertisements for staff in child connected work contain:               <ul style="list-style-type: none"> <li>○ the job's requirements, including expected knowledge of child development appropriate to the role</li> <li>○ an outline of duties and responsibilities regarding child safety and wellbeing</li> <li>○ essential or relevant qualifications, experience and attributes in relation to child safety and wellbeing.</li> </ul> </li> <li>● Provide all job applicants with the school's Child Safety and Wellbeing Policy and Child Safety Code of Conduct and links to child safety resources.</li> <li>● Include selection criteria relevant to the role, such as:               <ul style="list-style-type: none"> <li>○ experience working with children, or particular groups of children, including children with a disability or Aboriginal children</li> <li>○ engaging with families</li> <li>○ child safety experience</li> <li>○ cultural safety in their work.</li> </ul> </li> <li>● Screen all staff, volunteers, leaders and school governing board members for their suitability during recruitment.</li> <li>● Think carefully about who will be on the interview panel and ensure panel</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>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>members have the right skills, experience and information to perform their role.</li> <li>Develop questions about child safety for job interviews.</li> <li>Seek referees for both staff and volunteers as appropriate, including their last employer, and overseas referees if they've worked overseas.</li> <li>Ask referees about the person's character and experience in working directly with children and young people.</li> </ul>	
<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> <li>Insufficient induction and training</li> <li>Insufficient supervision</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 supporting child safety resulting in increased risk of harm.</li> <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>	<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>We have additional screening (as determined by the principal) measures in place. Volunteers are required 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 that are working with children or that may have access to students in unsupervised or high-risk settings will always be supervised by a member of school staff</li> <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> </ul>	Yes	<ul style="list-style-type: none"> <li>Ensure recruitment advertisements for staff in child connected work contain: <ul style="list-style-type: none"> <li>the job's requirements, including expected knowledge of child development appropriate to the role</li> <li>an outline of duties and responsibilities regarding child safety and wellbeing</li> <li>essential or relevant qualifications, experience and attributes in relation to child safety and wellbeing.</li> </ul> </li> <li>Provide all job applicants with the school's Child Safety and Wellbeing Policy and Child Safety Code of Conduct and links to child safety resources.</li> <li>Include selection criteria relevant to the role, such as: <ul style="list-style-type: none"> <li>experience working with children, or particular groups of children, including children with a disability or Aboriginal children</li> <li>engaging with families</li> <li>child safety experience</li> <li>cultural safety in their work.</li> </ul> </li> <li>Screen all staff, volunteers, leaders and school governing board members for their suitability during recruitment.</li> <li>Think carefully about who will be on the interview panel and ensure panel members have the right skills, experience and information to perform their role.</li> </ul>	Ongoing

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
	Describe the causes of the child safety risk.	Describe the <b>consequences</b> for children if the child safety risk happens				
<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 <b>child safety and wellbeing controls</b> you have in place to mitigate the child safety risk</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 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> </ul>	Yes	<ul style="list-style-type: none"> <li>The Principal and Director of Wellbeing and Inclusion will continually monitor and action any complaints in line with Child Safe obligations and policy.</li> </ul>	Ongoing
<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>	<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> </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</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 are provided with child safety training that is appropriate to the activity and the volunteer's role.</li> <li>Student Wellbeing &amp; Inclusion students completing placement hours at the college are under the supervision of the Director of Student Wellbeing &amp; Inclusion (Child Safety Champion) The placement</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Provide an induction for new staff, volunteers and new school council members on child safety, appropriate to the person's role that covers: <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 (incl. mandatory Reporting) policy and procedures</li> </ul> </li> </ul>	Ongoing



RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
	Describe the causes of the child safety risk.	Describe the <b>consequences</b> for children if the child safety risk happens				
<p><b>Risk type:</b> Organisational</p>	<ul style="list-style-type: none"> <li>• Training is poorly facilitated</li> </ul> <p>Also refer to Child Safe Standard 6 risks above</p>	<p>students of child abuse occurring and of continuing to occur undetected.</p> <ul style="list-style-type: none"> <li>• Physical and psychological harm as a result of child abuse</li> </ul>	<p>students are required to complete an induction process which includes: professional development on DET's Child Safety Standards, Mandatory Reporting.</p>		<ul style="list-style-type: none"> <li>○ signs of harm and risk factors caused by peers or adults (including grooming and family violence) and the different ways young people express concerns or disclose harm</li> <li>○ building culturally safe environments</li> <li>○ privacy, information sharing and recordkeeping obligations</li> <li>○ how to facilitate child-friendly ways for students to express their views, participate in decision making and raise concerns</li> <li>• Deliver regular child safety briefings for all staff, for example through staff meetings, newsletters, year level briefings.</li> <li>• Require all staff with Mandatory Reporting obligations to refresh their Protecting Children – Reporting and Other Legal Obligations (Mandatory Reporting) training at least once a year.</li> <li>• Develop and communicate your Child Safe Code of Conduct, Child Safety and Wellbeing Policy, and Child Safety Responding and Reporting Obligations Policy.</li> <li>• Include child safety improvement and training in school planning.</li> </ul>	
<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> <p><b>Risk type:</b> Situational</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.</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 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>• Additional safety measures have been put in place due to our student population. This includes designated out</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Supervise students properly in all settings, including the playground, excursions and camps.</li> <li>• Give particular attention to the safety, diverse needs and vulnerabilities of students in each activity or setting. Consider whether there are any barriers that might prevent students from raising concerns.</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> </ul>	Ongoing

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 <b>consequences</b> for children if the child safety risk happens</i>	<i>Describe the existing <b>child safety and wellbeing controls</b> you have in place to mitigate the child safety risk</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>of bounds areas to better aide supervision. We also have camera surveillance throughout the yard.</p> <ul style="list-style-type: none"> <li>• garden sheds and store cupboards are locked unless in use, with controlled access to keys</li> <li>• school grounds are well lit for after school activities</li> <li>• 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. Additional camera surveillance is in place outside of the toilets.</li> </ul>		<ul style="list-style-type: none"> <li>• Keep up to date with current online safety issues and expert information from specialist government and non-government bodies including the Office of the e-Safety Commissioner, and eSmart Schools.</li> <li>• Promote activities in the school community that connect schools and communities and raise awareness to prevent bullying and violence (e.g. National Day of Action against Bullying and Violence).</li> <li>• Identify and document the school's child safety risks in the school's risk register or equivalent and ensure strategies are in place to manage those risks.</li> <li>• Consider the range of school environments and the nature of physical spaces including onsite buildings and grounds, 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>• Keep records of risk management activities, including risk assessments for camps and excursions.</li> <li>• Be aware of risks posed by dark spaces, stairwells, private spaces and corners in school environments and develop strategies to address these risks.</li> <li>• Inform students about spaces that are off limits, including out-of-bounds areas, storerooms and staff rooms.</li> <li>• Nominate ratios of staff and volunteers to students for different types of activities.</li> <li>• Keep records of any court orders in place regarding access or intervention orders and communicate to staff who can collect students in these circumstances.</li> <li>• Use observation aids when appropriate, such as observation windows, concave mirrors, CCTV and consider the balance between appropriate visibility and respecting staff and students' privacy.</li> </ul>	

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
	Describe the causes of the child safety risk.	Describe the <b>consequences</b> for children if the child safety risk happens				
<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 <b>child safety and wellbeing controls</b> you have in place to mitigate the child safety risk</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>Undertake works to improve lighting in poorly lit areas.</li> <li>Let students know how to raise concerns and where to go if they need help.</li> <li>Keep records of incidents that occur, including accidents and medical events.</li> </ul>	
<p><b>Risk Title:</b> Online 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 online environment</p> <p><b>Risk type:</b> Situational</p>	<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>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 children or personal information by people external to the school.</li> <li>To reduce risks relating to online environments students are provided with ESafety sessions provided both within their normal curriculum and also through special whole year level presentations. Such as: Tagged- a partnership with our college and our local Victorian Police Youth Taskforce.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Facilitate age-appropriate ways to use the internet and social media for students utilising the whole school approach to Respectful Relationships and the Resilience, Rights and Respectful Relationships resources, School-wide Positive Behaviour Support Framework, Safe Schools and also Office of the e-Safety Commissioner</li> <li>Inform students about online safety risks, including: <ul style="list-style-type: none"> <li>cyberbullying and trolling</li> <li>invasion of privacy or digital surveillance</li> <li>inappropriate sharing of images</li> <li>phishing, harvesting of personal information or data theft</li> <li>identity theft</li> <li>malevolent software (malware)</li> <li>offensive images and messages</li> <li>age-inappropriate online content</li> <li>impersonation/catfishing</li> <li>grooming.</li> </ul> </li> <li>Outline acceptable use of personal devices for students.</li> </ul>	Ongoing
<p><b>Risk Title:</b> Off-site school activities and use of third-party providers</p> <p><b>Description:</b> There is a risk that the school's child safety policies, procedures and practices do not adequately address and</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: <ul style="list-style-type: none"> <li>Government schools – [update the following list of DET policies</li> <li><a href="#">Excursions</a></li> <li><a href="#">Work Experience</a></li> <li><a href="#">Procurement</a></li> <li><a href="#">Structured Workplace Learning</a></li> <li><a href="#">School Based Apprenticeships and Traineeships</a></li> </ul> </li> </ul>	Yes	<ul style="list-style-type: none"> <li>Undertake child safety due diligence when engaging third parties. A new vendor presents new risks.</li> <li>Require vendors to provide evidence of compliance with the Child Safe Standards when establishing contracts to deliver services to students.</li> <li>Ensure a Privacy Impact Assessment is undertaken for any software handling student personal information.</li> </ul>	Ongoing

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	Describe the causes of the child safety risk.	Describe the <b>consequences</b> for children if the child safety risk happens				
<p>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>o <a href="#">School Community Work</a></li> <li>o <a href="#">Purchasing Secondary Courses and Vocational Training from External Providers</a></li> <li>o <a href="#">Community VCAL</a></li> <li>o For others, see the <a href="#">Policy and Advisory Library</a></li> </ul> <ul style="list-style-type: none"> <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. This includes activities such HPE excursions &amp; cross curricular activities held through Wyndham Tech.</li> </ul>	<p><i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i></p>	<p><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></p> <ul style="list-style-type: none"> <li>• Make child safety a feature in legal contracts. The Victorian Government Common Funding Agreement has this as standard.</li> <li>• Ask contractors to provide their Working with Children Clearance upon entry to the school.</li> <li>• Provide contractors with a copy of the Child Safety Code of Conduct and Child Safety and Wellbeing Policy.</li> <li>• Nominate a staff member who is responsible for collecting child safety compliance information about third party providers.</li> <li>• Keep records of due diligence processes.</li> <li>• If a vendor is found to be non-compliant with the Child Safe Standards: <ul style="list-style-type: none"> <li>o cease all activities with the vendor until the issue is resolved</li> <li>o if appropriate, inform the vendor of the non-compliance and provide an opportunity to rectify the problem, or</li> <li>o if the issue is serious, contact the relevant authorities.</li> </ul> </li> <li>• Consider off-site physical environments for student use and where reasonably possible, inspect these sites and venues for events, excursions, camps and international student accommodation ahead of time.</li> </ul>	<p><i>When will this be done?</i></p>
<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 Child Safe Standards is not regularly reviewed and improved</p> <p><b>Risk type:</b> Organisational</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> <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>• 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.</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</li> </ul>	<p>Our school ensures child safety policies, procedures and practices are regularly reviewed and improved, for example</p> <ul style="list-style-type: none"> <li>• Following the CSS risk management template we are able to record &amp; monitor our policies relating to the child safe standards. This includes approval and review cycles used to support staff to maintain and update our policies</li> <li>• Student Wellbeing &amp; Inclusion team (led by the child safety champion- Director of Student Wellbeing &amp; Inclusion) is established &amp; regularly reviews child safety policies and procedures</li> <li>• We determine the causes of child safety incidents and monitor for repeat issues or systemic failures, updating</li> </ul>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Develop a register of existing child safe standard policies, noting the date the policy was approved, and schedule a review date every 2 years.</li> <li>• When required, develop a work plan and establish a working group led by the <b>child safety champion</b>, to review and update policies and procedures.</li> <li>• Monitor and manage child safety risks using a risk register.</li> <li>• Determine the causes of child safety incidents and monitor for repeat issues or systemic failures.</li> </ul>	<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>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>complaints, concerns and safety incidents, reducing the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns.</p> <ul style="list-style-type: none"> <li>Physical and psychological harm as a result of child abuse</li> </ul>	<p>any child safety policy, procedure or practice where gaps or improvements are identified through our COMPASS &amp; Emergency Management (IRIS) data.</p> <ul style="list-style-type: none"> <li>We record through COMPASS any 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 COMPASS, newsletter &amp; social media when child safety and wellbeing policies are being reviewed and ensure they are invited to provide feedback</li> </ul>		<ul style="list-style-type: none"> <li>Use complaints and incidents as a learning opportunity to inform continuous improvement.</li> <li>Identify ways to involve staff, volunteers, students, families and community members in review processes.</li> <li>Keep records of documentation, such as board meeting papers and minutes, outlining recommendations on how child safe practices can be improved and implemented.</li> <li>Develop an audit log (that is appropriately secured and has version control) of complaints and concerns, demonstrating appropriate responses and mitigations.</li> <li>Review complaints received and incidents reported for gaps, weaknesses or failures in policies.</li> </ul>	
<b>Child Safe Standard 11 – Implementation of child safety practices</b>						
<p><b>Risk Title:</b> Policies and procedures</p> <p><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.</p> <p><b>Risk type:</b> Organisational</p>	<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 champion and 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 to ensure our own local child safety policies, procedures and practices are informed by best practice and updated where required.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Publish your child safety policies in an easily accessible, public-facing location, such as the school website.</li> <li>Integrate child safety into induction processes, ongoing education, training and supervision for all staff and volunteers.</li> <li>Use plain language in written materials.</li> <li>Highlight child safety in recruitment processes.</li> <li>Have child-focused complaints policies and procedures.</li> <li>Review recordkeeping of child safety complaints to make sure it captures all relevant information.</li> <li>Document the school's policies, procedures and statements required across all 11 Child Safe Standards.</li> <li>Seek feedback from students, families, staff and volunteers on whether the policies and procedures are easy to understand. Make any relevant improvements.</li> </ul>	Ongoing