Child Safe Standards Risk Register template

School name:	Landsborough Primary School		Responsible staff member:	Principal (Lisa Lorenzen)
Date endorsed:	**June 2023**		Endorsed by:	**Principal, SchoolCouncil**
Next review date:	**June 2024**		File location:	

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

Risk Title:
Culturally safe environments
 	
Description:
There is a risk that the school fails to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and students are respected and valued
 	
Risk type:
Situational, Organisational
	• Racism, discrimination and bullying not adequately managed and addressed
	• Ignorance/lack of awareness
	• Curriculum that doesn't include Aboriginal Australians
	• An unwelcoming environment for Aboriginal students
	• Policy development and review is not consultative
		• Aboriginal students are less likely to trust school staff which may result in them being less likely to report abuse by adults or peers, and make them more vulnerable to harm
		• Aboriginal students do not feel welcome, safe, respected or valued for their diverse and unique identifies which may result in them being less likely to report abuse by adults or peers and make them more vulnerable to harm
		• Physical and psychological harm as a result of child abuse
			• Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented
			
			   o Action Plan
			   o Student Wellbeing and Engagement Policy
			   o Bullying Prevention Policy
			   o Inclusion and Diversity Policy
			• Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Wellbeing and Engagement Policy.
				Yes	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 1 (Principal)
					
					  • equip staff, students, volunteers and the school community to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and students
					  • adopt measures to ensure racism is identified, confronted and not tolerated
					  • address any instances of racism within the school environment with appropriate consequences
					  • actively support participation and inclusion in the school by Aboriginal children, students and their families
					  • ensure school policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, students and their families
					  • develop and endorse a policy or statement detailing the	

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					strategies and actions the school will take.	
Child Safe Standard 2 – School leadership, governance and culture						
Risk Title: Leadership, governance and culture **Description:** There is a risk that child safety and wellbeing is not embedded in the school's leadership, governance and culture **Risk type:** Organisational, Propensity	• Child safety is not prioritised • Decision-making power concentrated in one individual • Unclear accountabilities • Staff and volunteers are unaware of the school's expectations relating to their conduct and role in supporting child safety and wellbeing • Culture of secret keeping • Poor management of conflicts of interest • Lack of leadership on child safety • Poor understanding of the foreseeable risks relating to child abuse • Poor understanding of recordkeeping and information management • Poor child safety messaging	• Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because the school does not have a culture of child safety and reporting of child safety incidents or concerns • Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because staff and volunteer roles and responsibilities are not clear • Poor practices and understanding of information sharing obligations may result in staff or volunteers not sharing important information to reduce the risk of child abuse or conversely, sharing sensitive information inappropriately contributing to further harm. • Poor records and record-keeping practice can contribute to delays or failures to identify and respond to child safety risks and incidents and can obstruct survivors seeking information about their time at our school. It can also compromise the school's ability to monitor for systemic issues that required changes to policy, procedure or practice. • Physical and psychological harm as a result of child abuse	• Our Child Safety and Wellbeing Policy outlines the controls in place to ensure a child safe culture is embedded across the school and is implemented • Our Child Safety Code of Conduct is adopted and actively enforced by school leadership. Inconsistent staff, contractor or volunteer conduct is swiftly addressed. • Our Child Safety and Wellbeing Policy and Code of Conduct are publicly available and promoted in the school community • This risk register is reviewed annually and after any significant child safety incident or concern • Our Volunteers Policy supports volunteers to understand their obligations on information sharing and recordkeeping • PROTECT posters and the Four Critical Actions are displayed around the school • Records management obligations are met through adherence to the Records Management - School Records Policy and all staff and relevant volunteers understand their obligations on information sharing and record keeping through induction, training and support from leadership.	Yes/No	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 2 (Principal) • develop, endorse and make publicly available a: - Child Safety and Wellbeing Policy - Child Safety Code of Conduct • develop, record, and implement risk management actions to make sure children are safe in the school environment • monitor, annually review and evaluate child safety and wellbeing risks • develop a policy or statement detailing the school's processes to meet Public Record Office Victoria Recordkeeping Standards (PDF, 653KB) • ensure records relevant to child safety and wellbeing are created, maintained and disposed of by Public Record Office Victoria Recordkeeping Standards • make sure school staff and volunteers understand their obligations in information sharing and recordkeeping. •	
Child Safe Standard 3 – Children are safe, informed and actively participate						
Risk Title: Student empowerment **Description:** There is a risk that students will not be empowered about their	• Students don't know how to make a complaint or raise a concern or don't feel confident that they will be listened to • Students don't understand their rights	• Abuse is more likely to happen if students do not feel supported to participate in decisions that affect them and do not feel like they will be listened to. • Failure to empower students with information about their rights, child safety	• Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented • Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students	Yes/No	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 3 (Principal) • inform students about all their rights, including their rights to	

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rights, participate in decisions affecting them or be taken seriously
 	
Risk type: Vulnerability
	• Student input in decision making is not supported or valued
	• Student contributions or concerns are not taken seriously
	• Students are not offered sexual abuse prevention education
	• Students are coerced or silenced by adults at the school
	• Lack of friendship or peer support
		risks, and sexual abuse prevention will increase the risk of abuse going unidentified and unspoken
		• If students do not feel confident or empowered to raise a concern, they will be unwilling to report abuse
		• Lack of friendship or peer support may increase vulnerability to abuse
		• Lack of friendship or peer support increases the risk that the student will not feel confident to discuss concerns with their peers, making it more likely that abuse will go unidentified and unspoken
		• Physical and psychological harm as a result of child abuse
			• Student Wellbeing and Engagement Policy outlines the controls in place to ensure student wellbeing is supported and prioritised
			• Students are provided with age-appropriate sexual abuse prevention programs and relevant related information through ***Resilience, Rights and Respectful Relationships teaching and learning materials***
			• Students are educated about their rights through ***Resilience, Rights and Respectful Relationships teaching and learning materials***
			• Friendship and peer support are promoted through ***Resilience, Rights and Respectful Relationships teaching and learning materials***
					safety, information and participation
					• recognise the importance of friendships and encourage support from peers, to help students feel safe and be less isolated
					• make sure staff and volunteers:
					  - are attuned to signs of harm
					  - facilitate child-friendly ways for students to express their views, participate in decision-making and raise their concerns
					• to develop a culture that encourages participation and responds to what students say
					• give students opportunities to participate, and respond to their contributions to strengthen confidence and engagement
					• offer students access to sexual abuse prevention programs and related information in an age-appropriate way. School boarding premises are required to offer sexual abuse prevention programs and related information where it is relevant to the setting or context
					• develop curriculum planning documents or other documentation that details how the school will address these requirements.
					•	

Child Safe Standard 4 – Family engagement						
Risk Title: Families and community involvement **Description:** There is a risk that families and communities are not informed, and involved in	• Unwelcoming staff • Lack of appreciation of the value of community consultation and engagement • The school does not offer information to families and communities or avenues to contribute to policies and	• 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)	• Our Child Safety and Wellbeing Policy outlines the controls in place to engage families and is implemented • All child safety and wellbeing policies and procedures are publicly available and promoted in the school community • Families and the school community are invited to have a say in the development and review of child	Yes/No	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 4 (Principal) • make sure families participate in child safety and wellbeing decisions which affect their child	

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promoting child safety and wellbeing **Risk type:** Organisational	decisions relating to child safety and wellbeing • Lack of staff training, culture or willingness to engage families and communities	• Families and communities not engaged in child safety at the school are less likely to be able to support the school to reduce risk by keeping an eye out for unsafe behaviours and raising concerns. • Families cannot help students identify abuse • Families do not support students who want to make a complaint • If families lack awareness about child safety including risks of child abuse, children may be more vulnerable to being groomed by perpetrators seeking to obtain their trust. • Physical and psychological harm as a result of child abuse	safety and wellbeing policies, procedures and practices. •		• engage and openly communicate with families and the school community about its child safe approach • make child safety information accessible • involve families and the school community in developing and reviewing child safety and wellbeing policies and practices • inform families and carers about the school's governance and approach to child safety and wellbeing, including roles and responsibilities of school staff. •	
Child Safe Standard 5 – Equity and diverse needs						

Risk Title: Diversity and equity
 	
Description: There is a risk that equity is not effectively upheld, and diverse needs are not respected in policy and practice
 	
Risk type: Vulnerability
	• Diverse cohorts have not been identified for targeted support (such as students with disability, students who identify as lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+), students in out of home care, international students and students who are culturally and linguistically diverse)
	• Diverse cohorts not supported adequately
	• Diverse cohorts feel unwelcome
	• Lack of staff training on diversity and supporting and responding to vulnerable students
	• Lack of respectful culture
	• Incidents of discrimination or humiliation are not effectively addressed and managed
		• Diverse cohorts who do not feel safe or who are not adequately supported for their diverse and specific needs are more at risk of abuse and harm and will be less able or willing to report concerns.
		• Experiencing discrimination can increase a child's vulnerability to abuse and harm and can also mean they are less likely to ask for help or speak up if they have a concern
		• Physical and psychological harm as a result of child abuse
			• Our Child Safety and Wellbeing Policy outlines the controls in place to support equity and diverse needs and is implemented
			• Student Wellbeing and Engagement Policy outlines how the school pays particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+) students
			• Child safety information, support and complaints processes are culturally safe, accessible and easy to understand
			  ○ Bullying Prevention Policy
			  ○ Inclusion and Diversity Policy
			• Implement:
			  ○ Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials
			  ○ Respectful Relationships whole school approach
				Yes/No	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 5 (Principal)
					• develop and endorse a policy statement or curriculum document that details the strategies and actions it will take to uphold diversity and equity, that:
					  - makes sure school staff and volunteers understand the diverse circumstances of students, provides support, and responds to vulnerable students
					  - gives students, staff, volunteers and the school community access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand
					  - pays particular attention to the needs of:
					    ▪ students with disability	

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					- students from culturally and linguistically diverse backgrounds - students who are unable to live at home - international students - lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) students - Aboriginal students and provides and promotes a culturally safe environment for them. •	
Child Safe Standard 6 – Suitable staff and volunteers						
Risk Title: Suitable staff (including contractors engaged by the school in child-related work) **Description:** There is a risk that staff are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice **Risk type:** Organisational, Propensity	- Poor recruitment and pre-employment screening processes - Provision of false information during recruitment - Poor management of conflicts of interest - Insufficient induction on commencement of working at school - Inappropriate behaviour by other adults is not called out due to lack of empowerment or awareness of behaviours of concern - Insufficient promotion of the school's commitment to child safety - Lack of child safety culture - Insufficient supervision - Performance management does not focus on or address concerns relating to child safety and wellbeing	- Insufficient promotion of the school's commitment to child safety during recruitment processes may fail to deter potential predators from seeking employment - History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse - Conflicts of interests in recruiting staff may increase the risk of other staff not reporting concerns relating to staff conduct, and where concerns are reported or identified, increased risk of them not being responded to in an objective manner with the focus on child safety and wellbeing. - Insufficient induction results in the increased risk that staff fail to identify child safety risks and signs of harm and are unable to respond appropriately when they do identify risks of harm or when a complaint or concerns is disclosed to them. - Insufficient supervision and performance management results in increased risk of child abuse and harm to students	- Our Child Safety and Wellbeing Policy outlines the controls in place: - for child safe recruitment and screening practices for staff. - to ensure staff are provided with an appropriate induction in the school's child safety policies and practices. - to ensure ongoing supervision and management of staff is focused on child safety and wellbeing - All actions and strategies outlined in our Child Safety and Wellbeing Policy are implemented	Yes/No	- Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 6 (Principal) - make sure job advertisements have clear statements about: - the job's requirements, duties and responsibilities regarding child safety and wellbeing - the job occupant's essential or relevant qualifications, experience and attributes in relation to child safety and wellbeing. - advise job applicants about the child safety practices of the school, including the Code of Conduct - make volunteers aware of the school's Child Safety and	

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		• Staff do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm
		• Physical and psychological harm as a result of child abuse
					Wellbeing Policy and Child Safety Code of Conduct
					• screen school staff applicants:
					  - sight, verify and record a Working with Children clearance if they person is required to have one or any equivalent background checks such as Victorian Institute of Teaching registration
					  - collect and record proof of identify, qualifications, history of working with children and references
					• screen volunteers:
					  - sight, verify and record a Working with Children clearance if they person is required to have one of any equivalent background check
					  - consider the child safety risks relevant to the volunteer's role and, if reasonable and appropriate collect and record proof of identify, qualifications, history of working with children and references
					• provide an induction to staff, volunteers and contractors engaged in child-related work, regarding child safety and wellbeing that is appropriate to the nature of the role
					• ensure that induction addresses the school's:
					  - the Child Safety Code of Conduct
					  - the Child Safety and Wellbeing Policy
					  - procedures for managing complaints and concerns related to child abuse	

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					• make sure staff, governing body members, and volunteers engaged in child-connected work, are aware of their responsibilities for:
					  - children and students
					  - information sharing and reporting obligations
					  - recordkeeping obligations
					• provide supervision and people management of staff and volunteers that focuses on child safety and wellbeing.
					•	

Risk Title: Suitable Volunteers **Description:** There is a risk that volunteers are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice **Risk type:** Organisational, Propensity	• Screening processes lack sufficient strength to reveal histories and behaviours of concern • Systems, processes, policies and culture do not demonstrate sufficient strength and transparency to deter potential perpetrators from attempting predatory behaviours • Conflict of interest • Lack of child safety culture • Insufficient induction and training • Insufficient supervision	• Insufficient promotion of the school's commitment to child safety may fail to deter potential predators from volunteering at the school • History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse • Insufficient induction results in the increased risk that volunteers do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm. • Insufficient supervision results in increased risk of child abuse and harm to students • Inadequate steps to address concerning behaviour may result in increased risk of harm (for example removing volunteer from duties or otherwise ensuring the volunteer does not demonstrate further behaviours of concern) • Physical and psychological harm as a result of child abuse	• Volunteer Policy outlines the controls in place to ensure volunteers are suitable to work with children including screening, induction, and ongoing management and supervision • Volunteers who will be engaging closely with students in a school production where staff supervision may not always be present, volunteers who are not parents/carers of students will be asked to undertake additional screening processes including proof of identity (where this has not already been established), and references addressing suitability for working with children. • Volunteers that are working with children or that may have access to students in unsupervised or high-risk settings will always be supervised by a member of school staff • Volunteer behaviour that is inconsistent with the school's child safety and wellbeing policies and practices will be addressed by school staff swiftly and with a focus on child safety and wellbeing.	Yes/No	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 6 (Principal) •	
Child Safe Standard 7 – complaints processes						

Risk Title: Complaints processes
 	
Description: There is a risk that processes for complaints and concerns are not child focused
 	
Risk type: Organisational, Vulnerability
	• Students and parents/carers are uncertain about how to raise a complaint or concern because information is not accessible or easily understood
	• Processes do not support students, parents and carers to make complaints or raise concerns
	• Complaints processes or responsible staff do not make students feel safe or supported to report
		• Failure to ensure there is accessible, culturally safe and easily understood information on how to raise a complaint or concern increases the risk of students, parents and carers not reporting behaviours of concern or abuse
		• Students may be unwilling to report behaviours of concern or abuse if they feel they will not be taken seriously or if they do not feel safe to report
		• Failure to have a clear process for responding to complaints and concerns about child abuse may result in inappropriate or insufficient action being
			• Complaints Policy outlines the controls in place to ensure students are provided with accessible, culturally safe and easily understood information on raising a complaint or concern
			• Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to child abuse
			• The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are publicly available on the school website
				Yes/No	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 7 (Principal)
					• complaints handling policy which:
					  - is publicly available and accessible
					  - is child-focused
					  - is culturally safe and easily understood by the school community	

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	• Student input in decision making is not valued
	• Student, parent and carer concerns/complaints are not taken seriously
	• Inadequate response to complaints or concerns relating to child abuse
		taken resulting in continued or further harm to the child and other children
		• Physical and psychological harm as a result of child abuse
			• The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff
			• Our Child Safety and Wellbeing Policy sets out all recordkeeping, privacy and information sharing obligations that must be met when responding to complaints and concerns.
			• 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
					- has information about the process for making a complaint about the school or any person within the school
					  - requires that complaints are taken seriously and responded to promptly and thoroughly.
					• procedures for responding to complaints or concerns relating to child abuse that is:
					  - publicly available and accessible
					  - child-focused
					  - culturally safe and easily understood by the school community
					  - ensures complaints are taken seriously and responded to promptly and thoroughly
					  - covers all forms of child abuse
					  - sensitive to the characteristics of the school community
					  - able to address reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting, and cooperate with law enforcement
					  - able to provide details of recordkeeping, reporting, privacy and employment law obligations to be met when responding to complaints and concerns
					•	

Child Safe Standard 8 – Child safety knowledge, skills and awareness						
Risk Title: Knowledge, skills and awareness **Description:** There is a risk that staff and	• Child safety and wellbeing training not provided to staff and school council annually • Child safety and wellbeing training is not refreshed or updated where	• 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	• 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	Yes/No	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 8 (Principal)	

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volunteers are not equipped with the knowledge, skills and awareness to keep children and students safe through ongoing education and training **Risk type:** Organisational	policy, practice or law has changed • Volunteers are not required to undertake child safety training that is appropriate to the nature of their role • Training does not cover all necessary topics • Training is poorly facilitated Also refer to Child Safe Standard 6 risks above	underreporting of child safety incidents to relevant staff and authorities • Insufficient understanding about the school's child safety and wellbeing policies, practices, and obligations results in increased risk that they will not be appropriately implemented by staff and volunteers and an increased risk to students of child abuse occurring and of continuing to occur undetected. • Physical and psychological harm as a result of child abuse	• Our Volunteers policy provides information on training for volunteers. • Volunteers who will be engaging closely with students in a school production where staff supervision may not always be present are provided with child safety training that is appropriate to the activity and the volunteer's role. • professional development that staff undertake in addition to the annual child safety training on the child safe standards		• Provide child safety training to staff engaged in child-connected work every year. This training should include: - the Child Safety and Wellbeing Policy and the Child Safety Code of Conduct - the procedures for responding to complaints and concerns about child abuse - guidance on recognising indicators of child harm, including harm caused by other children and students - guidance on responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm - guidance on how to build culturally safe environments for children and students - guidance on their information sharing and recordkeeping obligations - guidance on how to identify and mitigate child safety and wellbeing risks in the school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities. • Provide training and information to volunteers engaged in child-connected work that is appropriate to their role that will equip them with the knowledge, skills and awareness to keep children safe.	

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					• Support staff and volunteers to implement the Child Safety and Wellbeing Policy and the Child Safety Code of Conduct where these policies apply to their role and responsibilities. • Provide appropriate training and guidance to the members of the governing body every year. This training should include: - individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse - child safety and wellbeing risks in the school - the child safety policies, procedures and practices of the school. •	
Child Safe Standard 9 – Physical and online environments						
Risk Title: School physical environment **Description**: There is a risk the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse and harm in the school's physical environment **Risk type:** Situational	• Areas of child safety risk in the school buildings or grounds are not identified and appropriately supervised or managed.	• There is an increased risk of child abuse occurring on school grounds or buildings if policies, procedures and practices fail to identify and manage areas of risk in the school's physical environment • Physical and psychological harm as a result of child abuse	• Yard Duty and Supervision Policy outlines supervision processes and requirements with a focus on child safety • Yard duty staff are trained to actively patrol the school grounds, paying particular attention to secluded areas that have been identified as high risk including • Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the physical school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct • garden sheds and store cupboards are locked unless in use, with controlled access to keys • school grounds are well lit for after school activities • students are required to go to the bathroom with another student during class time • toilets and changing rooms are located in a central area of the school and the entrance and exit has good visibility from other areas of the school	Yes/No	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 9 (Principal) • make sure child safety and wellbeing policies, procedures and practices enable school staff and volunteers to identify and mitigate risks without compromising a student's right to privacy, access to information, social connections and learning opportunities. • develop and endorse a policy or statement on online conduct and online safety. • develop procurement policies for facilities and services from third parties that ensure the safety of students. •	

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
Provide a risk title and short description.	*Describe the causes of the child safety risk.*	*Describe the **consequences** for children if the child safety risk happens*	*Describe the existing **child safety and wellbeing controls** you have in place to mitigate the child safety risk* ***Sample content is provided below***	*Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?*	*If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?*	*When will this be done?*
Risk Title: Online environment **Description:** There is a risk the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse and harm in the school's online environmen**t** **Risk type:** Situational	• Child safety risks in the school's online environment are not identified and appropriately managed. • Students are not provided with education about online risks and appropriate online behaviours. • Online safety measures fail to adapt to emerging technologies and child safety risks	• There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk in the school's online environment – particularly risks relating to grooming and further risk of abuse if the grooming goes undetected. • Physical and psychological harm as a result of child abuse	• Digital Learning Policy outlines the controls in place for online conduct and online safety and is implemented • Acceptable Use Agreements are in place and enforced • Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the online school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct • 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.	Yes/No	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 9 (Principal) • make sure child safety and wellbeing policies, procedures and practices enable school staff and volunteers to identify and mitigate risks without compromising a student's right to privacy, access to information, social connections and learning opportunities. • develop and endorse a policy or statement on online conduct and online safety. • develop procurement policies for facilities and services from third parties that ensure the safety of students. •	

Risk Title: Off-site school activities and use of third-party providers
 	
Description:
 	
There is a risk that the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse at school activities off-site and/or school activities involving third party providers.
 	
Risk type: Situational, Organisational, Propensity, Vulnerability
	• School staff fail to identify and manage risks of child abuse occurring during off-site school activities
	• School staff fail to identify and manage risks of child abuse by third-party providers engaged by the school
		• There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk for off-site school activities and school activities that involve third party providers.
		• Physical and psychological harm as a result of child abuse
			• Our school complies with relevant policies with respect to the following activities, including policy relating to child safety and wellbeing:
			• Government schools –
			  o Excursions
			  o NDIS Funded Therapy in Schools
			  o Work Experience
			  o Procurement
			  o Structured Workplace Learning
			  o School Based Apprenticeships and Traineeships
			  o School Community Work
			  o Purchasing Secondary Courses and Vocational Training from External Providers
			  o Community VCAL
			• 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.
				Yes/No	• Identify other actions the school may take using the guidance available at PROTECT Child Safe Standard 9 (Principal)
					• make sure child safety and wellbeing policies, procedures and practices enable school staff and volunteers to identify and mitigate risks without compromising a student's right to privacy, access to information, social connections and learning opportunities.
					• develop and endorse a policy or statement on online conduct and online safety.
					• develop procurement policies for facilities and services from third parties that ensure the safety of students.
					•	

Child Safe Standard 10 – Review of child safety practices						
Risk Title: Review and improvement **Description:** There is a risk that the	• Failure to regularly review child safety policies, procedures and practices (every 2 years) or following any significant child safety incident	• 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	• 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	Yes/No	• Identify other actions the school may take using the guidance available at PROTECT Child Safe Standard 10 (Principal)	

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
Provide a risk title and short description.	*Describe the causes of the child safety risk.*	*Describe the **consequences** for children if the child safety risk happens*	*Describe the existing **child safety and wellbeing controls** you have in place to mitigate the child safety risk* ***Sample content is provided below***	*Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?*	*If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?*	*When will this be done?*
implementation of the Child Safe Standards is not regularly reviewed and improved **Risk type:** Organisational	• Failure to use analysis of complaints, concerns and safety incidents to inform possible improvements to child safety policies, procedures and practices • Failure to inform families and communities of the outcome of reviews of child safety policies, procedures and practices	students from child abuse and to respond appropriately to complaints and concerns. • Child safety policy, procedures and practices may no longer meet the needs of the local school community compromising the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Child safety policy, procedures and practices are not improved as a result of analysis of past complaints, concerns and safety incidents, reducing the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Physical and psychological harm as a result of child abuse	• 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 • We have a log of complaints and concerns to allow us to monitor areas for improvement in our child safety policies, procedures and practices. • We inform families through our school's newsletter when child safety and wellbeing policies are being reviewed and ensure they are invited to provide feedback		• review and evaluate their child safety and wellbeing policies, procedures and practices after any significant child safety incident, or at least every 2 years and improve where applicable • analyse complaints, concerns and safety incidents to identify causes and systemic failures and to inform continuous improvement • report on the outcomes of relevant reviews to staff, volunteers, the community, families and students. •	
Child Safe Standard 11 – Implementation of child safety practices						
Risk Title: Policies and procedures **Description:** There is a risk that policies and procedures do not effectively document how the organisation is safe for children and students and are not effectively implemented by staff and volunteers. **Risk type:** Organisational	• The policies and procedures do not address all actions and measures required under the Child Safe Standards • The policies and procedures are not informed by best practice models and family and community engagement • Staff and relevant volunteers are not provided with an adequate induction or ongoing training and are not properly supported to implement the policies and procedures due to lack of modelling and support from leaders • Policies and procedures are difficult to understand	• If child safety policy and procedures fail to address all aspects of the Child Safe Standards it will result in gaps in protection of children and increased risk relating to child abuse • If child safety policies and procedures are not effectively documented or are difficult to understand it may result in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities increasing the risk of child abuse • If child safety policies and procedures are not informed by best practice or family and community engagement it may result in compromised ability to protect children from child abuse. • Failure to induct, train and support staff and relevant volunteers on implementation of child safety policies and procedures increases the risk of child abuse • Physical and psychological harm as a result of child abuse	• Our suite of child safety and wellbeing policies and procedures address all aspects of the Child Safe Standards • Our staff and relevant volunteers are inducted and trained on our child safety and wellbeing policies, procedures and practices and are supported to implement them • Our school leaders champion and model our child safety policies, procedures and practices and address any performance concerns relating to staff conduct or implementation • Our Child Safety Champion regularly reviews PROTECT guidance and other relevant policies to ensure our own local child safety policies, procedures and practices are informed by best practice and updated where required.	Yes/No	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 11 (Principal) • implement practices for a child-safe environment • establish policies and procedures that meet all the Child Safe Standards • make sure all relevant school staff, governing body and volunteers understand and implement the policies and procedures • champion and model the policies and procedures for a child-safe environment • document their policies and procedures and make them easy to understand • make sure their policies and procedures are informed by best practice models and stakeholder consultation. •	

Schools must tailor example content to be relevant to the school.
Not tailoring the examples content may result in non-compliance with Child Safe Standard 2 and Ministerial Order 1359.