

Child Safe Standards Risk Register – Coral Park Primary School

School name:	Coral Park Primary School	Responsible staff member:	Wellbeing Assistant Principal
Date endorsed:	9th September 2022	Endorsed by:	Justin Thompson
Next review date:	9th September 2024	File location:	Policies & Forms (coralparkps.vic.edu.au)

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>
Child Safe Standard 1 – Aboriginal cultural safety						
<p>Risk Title: Culturally safe environments</p> <p>Description: There is a risk that the school fails to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and students are respected and valued</p> <p>Risk type: Situational, Organisational</p>	<ul style="list-style-type: none"> Racism, discrimination and bullying not adequately managed and addressed Ignorance/lack of awareness Curriculum that doesn't include Aboriginal Australians An unwelcoming environment for Aboriginal students Policy development and review is not consultative Not all staff agreeing with or acting in accordance of our policies 	<ul style="list-style-type: none"> Aboriginal students are less likely to trust school staff which may result in them being less likely to report abuse by adults or peers, and make them more vulnerable to harm Aboriginal students do not feel welcome, safe, respected or valued for their diverse and unique identifies which may result in them being less likely to report abuse by adults or peers and make them more vulnerable to harm Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> Our Child Safety Policy outlines the controls in place to establish a culturally safe environment and is implemented Other documents and policies that address or identify Aboriginal cultural safety are: <ul style="list-style-type: none"> Student Wellbeing and Engagement Policy Bullying Prevention Policy Inclusion and Diversity Policy Koorie Student Individual Education Plans Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Wellbeing and Engagement Policy. Acknowledgement of Country plaques are displayed throughout the school Acknowledgement of Country made at assemblies Class teachers creating class Acknowledgement of Country Classroom teachers have access to Aboriginal resources for classroom use (stamps, displays, texts etc) Library resourced with Aboriginal texts for use by all students Liaise with the KESO regularly All staff have completed CUST training Map of Indigenous Australia on permanent display in the school library 	Yes/No	<ul style="list-style-type: none"> Request feedback from members of the school community on what the school does well to be culturally safe – Assistant Principal Wellbeing Develop a resource bank of digital and/or hardcopy artefacts that support the inclusion of Aboriginal content across the curriculum. – Assistant Principal Teaching and Learning 	<p>End of 2022</p> <p>End of 2022</p>
Child Safe Standard 2 – School leadership, governance and culture						
<p>Risk Title: Leadership, governance and culture</p> <p>Description: There is a risk that child safety and wellbeing is not embedded in the school's leadership, governance and culture</p> <p>Risk type: Organisational, Propensity</p>	<ul style="list-style-type: none"> Child safety is not prioritised Decision-making power concentrated in one individual Unclear accountabilities Staff and volunteers are unaware of the school's expectations relating to their conduct and role in supporting child safety and wellbeing Culture of secret keeping Poor management of conflicts of interest Lack of leadership on child safety 	<ul style="list-style-type: none"> Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because the school does not have a culture of child safety and reporting of child safety incidents or concerns Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because staff and volunteer roles and responsibilities are not clear Poor practices and understanding of information sharing obligations may result in 	<ul style="list-style-type: none"> Our Child Safety 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 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 	Yes/No	<ul style="list-style-type: none"> School Council to participate in Child Safe Standards Training: School council training- Child Safe Standards (PPTX, 741KB) – Assistant Principal Wellbeing All school Staff to participate in Child Safe Standards training: School staff training- Child Safe Standards (PPTX, 1MB) – Assistant Principal Wellbeing 	<p>End of term 3, 2022</p> <p>Mid term 4 2022</p>

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	<ul style="list-style-type: none"> Poor understanding of the foreseeable risks relating to child abuse Poor understanding of recordkeeping and information management Poor child safety messaging 	<p>staff or volunteers not sharing important information to reduce the risk of child abuse or conversely, sharing sensitive information inappropriately contributing to further harm.</p> <ul style="list-style-type: none"> Poor records and record-keeping practice can contribute to delays or failures to identify and respond to child safety risks and incidents and can obstruct survivors seeking information about their time at our school. It can also compromise the school's ability to monitor for systemic issues that required changes to policy, procedure or practice. Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> Our Volunteers Policy supports volunteers to understand their obligations on information sharing and recordkeeping Our Visitors Policy is available to all members of our community and enforced 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. School Staff Structure is developed every year and displayed for all staff – ensuring all staff know who to go to for assistance Wellbeing office spaces are able to be made private with blinds to ensure student privacy if required Multiple wellbeing staff available for students to talk with to avoid non-disclosure on the basis of lack of trust in one staff member Dedicated Wellbeing Assistant Principal to lead Child Safety work Regular Child Safety Agenda item at staff meetings and school council meetings Regular items in the school newsletter regarding child safety Staff meeting time specifically allocated to Mandatory Reporting Module completion 			
Child Safe Standard 3 – Children are safe, informed and actively participate						
<p>Risk Title: Student empowerment</p> <p>Description: There is a risk that students will not be empowered about their rights, participate in decisions affecting them or be taken seriously</p> <p>Risk type: Vulnerability</p>	<ul style="list-style-type: none"> Students don't know how to make a complaint or raise a concern or don't feel confident that they will be listened to Students don't understand their rights Student input in decision making is not supported or valued Student contributions or concerns are not taken seriously Students are not offered sexual abuse prevention education Students are coerced or silenced by adults at the school Lack of friendship or peer support 	<ul style="list-style-type: none"> Abuse is more likely to happen if students do not feel supported to participate in decisions that affect them and do not feel like they will be listened to. Failure to empower students with information about their rights, child safety risks, and sexual abuse prevention will increase the risk of abuse going unidentified and unspoken If students do not feel confident or empowered to raise a concern, they will be unwilling to report abuse Lack of friendship or peer support may increase vulnerability to abuse Lack of friendship or peer support increases the risk that the student will not feel confident to discuss concerns with their peers, making it more likely that abuse will go unidentified and unspoken Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> Our Child Safety Policy outlines the controls in place to support child and student empowerment and is implemented Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students Student Wellbeing and Engagement Policy outlines the controls in place to ensure student wellbeing is supported and prioritised Students are provided with age-appropriate sexual abuse prevention programs and relevant related information through Resilience, Rights and Respectful Relationships teaching and learning materials Students are educated about their rights through implementation of the Social Capabilities curriculum discussing how to live and grow up healthy, who to share information with, how to get important information from others Students are taught curriculum through the lens of School Wide Positive Behaviour Support at all year levels Coral Park PS has a student leaders program for senior students and whole school SRC 	Yes/No	<ul style="list-style-type: none"> Provide an anonymous, year level student suggestion box – Wellbeing support teacher Display information about the adults who students can talk to if they have a concern. – Wellbeing support teacher 	<p>End of term 3</p> <p>End of term 3</p>

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			<ul style="list-style-type: none"> • Friendship and peer support are promoted through our whole school Buddy program • Year level forums are conducted to allow for student voice • Student participation in school activities is documented on Sentral 			
Child Safe Standard 4 – Family engagement						
<p>Risk Title: Families and community involvement</p> <p>Description: There is a risk that families and communities are not informed, and involved in promoting child safety and wellbeing</p> <p>Risk type: Organisational</p>	<ul style="list-style-type: none"> • Unwelcoming staff • Lack of appreciation of the value of community consultation and engagement • The school does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing • Lack of staff training, culture or willingness to engage families and communities 	<ul style="list-style-type: none"> • Child safety and wellbeing practices without input from families may result in practices that do not cover all the diverse needs of students, resulting in a risk that students do not feel safe or able to actively participate in school life (see Child Safe Standard 1 and 3) • Families and communities not engaged in child safety at the school are less likely to be able to support the school to reduce risk by keeping an eye out for unsafe behaviours and raising concerns. • Families cannot help students identify abuse • Families do not support students who want to make a complaint • If families lack awareness about child safety including risks of child abuse, children may be more vulnerable to being groomed by perpetrators seeking to obtain their trust. • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • Our Child Safety Policy outlines the controls in place to engage families and is implemented • All child safety and wellbeing policies and procedures are publicly available and promoted in the school community • Families and the school community are invited to have a say in the development and review of child safety and wellbeing policies, procedures and practices through our school website and newsletters as well as through school council • Coral Park PS information booklet contains information regarding Child Safe, SWPBS, who to go to for help. • Have bi-annual parent teacher meetings both teachers and parents can collaborate • Have Child Safe as a standing agenda item at School Council • organise interpreters and translations to engage families from non-English speaking backgrounds in conversations about child safety • Ask families and carers about their preferred methods of communication, including email, social media, meetings and workshops and use their responses to inform your communications approach. • Displaying the Respectful Behaviours in the School Community posters around the school • Communicate appropriately with families when concerns are raised • PROTECT posters are displayed throughout the school • Implementing the RRRR curriculum throughout the school 	Yes/No	<ul style="list-style-type: none"> • Place our Protect posters in enrolment packs – Office administration staff 	End of term 3 2022
Child Safe Standard 5 – Equity and diverse needs						
<p>Risk Title: Diversity and equity</p> <p>Description: There is a risk that equity is not effectively upheld, and diverse needs are not respected in policy and practice</p> <p>Risk type: Vulnerability</p>	<ul style="list-style-type: none"> • Diverse cohorts have not been identified for targeted support (such as students with disability, students who identify as lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+), students in out of home care, international students and students who are culturally and linguistically diverse) • Diverse cohorts not supported adequately 	<ul style="list-style-type: none"> • Diverse cohorts who do not feel safe or who are not adequately supported for their diverse and specific needs are more at risk of abuse and harm and will be less able or willing to report concerns. • Experiencing discrimination can increase a child's vulnerability to abuse and harm and can also mean they are less likely to ask for help or speak up if they have a concern • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • Our Child Safety 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 	Yes/No	<ul style="list-style-type: none"> • Develop a resource bank of digital and/or hardcopy artefacts that support the inclusion of diverse students across the curriculum. – Assistant Principal Teaching and Learning 	Term 4 2022

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	<ul style="list-style-type: none"> • Diverse cohorts feel unwelcome • Lack of staff training on diversity and supporting and responding to vulnerable students • Lack of respectful culture • Incidents of discrimination or humiliation are not effectively addressed and managed 		<ul style="list-style-type: none"> • Child safety information, support and complaints processes are culturally safe, accessible and easy to understand • Check in with vulnerable students and their families to confirm their needs are being met. This occurs at pick-up or drop-off, at parent teacher interviews or through informal discussions. • Use of Restorative Practices when engaging with students to validate student's feelings • Ensuring all Out of Home care students have learning mentors and time allocated specifically to build those relationships • Student artwork is displayed throughout the school • PROTECT posters are displayed in every classroom and learning space, including reception • Staff provided with Professional development around refugee students and trauma informed practices • All staff are CUST trained • All staff have completed Professional Development regarding creating IEPs for students in need, this reminded and aided teachers to identify diversity and accommodate student needs • Fortnightly meetings occur between Wellbeing Assistant Principal and SSSO liaison to ensure expert advice is accessible as needed • Celebrations held acknowledging diversity such as Cultural Diversity week and National Reconciliation Week. • other documents that address diversity and equity are our: <ul style="list-style-type: none"> ○ Bullying Prevention Policy ○ Inclusion and Diversity Policy • Implement: <ul style="list-style-type: none"> ○ Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials ○ Respectful Relationships whole school approach 			
Child Safe Standard 6 – Suitable staff and volunteers						
<p>Risk Title: Suitable staff (including contractors engaged by the school in child-related work)</p> <p>Description: There is a risk that staff are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice</p> <p>Risk type: Organisational, Propensity</p>	<ul style="list-style-type: none"> • Poor recruitment and pre-employment screening processes • Provision of false information during recruitment • Poor management of conflicts of interest • Insufficient induction on commencement of working at school • Inappropriate behaviour by other adults is not called out due to lack of empowerment or awareness of behaviours of concern 	<ul style="list-style-type: none"> • Insufficient promotion of the school's commitment to child safety during recruitment processes may fail to deter potential predators from seeking employment • History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse • Conflicts of interests in recruiting staff may increase the risk of other staff not reporting concerns relating to staff conduct, and where concerns are reported or identified, increased risk of them not being responded 	<ul style="list-style-type: none"> • Our Child Safety Policy outlines the controls in place: <ul style="list-style-type: none"> ○ 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 Policy are implemented • Our Volunteers Policy makes members of our community aware of procedures in place and refers to our Child Safe Standards 	Yes/No	<ul style="list-style-type: none"> • All school Staff to participate in Child Safe Standards training: School staff training- Child Safe Standards (PPTX, 1MB) Assistant Principal Wellbeing 	Mid term 4 2022

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	<ul style="list-style-type: none"> 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 	<p>to in an objective manner with the focus on child safety and wellbeing.</p> <ul style="list-style-type: none"> Insufficient induction results in the increased risk that staff fail to identify child safety risks and signs of harm and are unable to respond appropriately when they do identify risks of harm or when a complaint or concerns is disclosed to them. Insufficient supervision and performance management results in increased risk of child abuse and harm to students Staff do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> Induction processes are in place, as run by our business managers or OHS representative Child Safety is a standing agenda item at all staff meetings and school council meetings Ensure time is allocated in a specific staff meeting for all staff, including ES, to complete Mandatory Reporting Training Ensure data is collected on the completion of Mandatory Reporting and those missing are followed up 			
<p>Risk Title: Suitable Volunteers</p> <p>Description: There is a risk that volunteers are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice</p> <p>Risk type: Organisational, Propensity</p>	<ul style="list-style-type: none"> Screening processes lack sufficient strength to reveal histories and behaviours of concern Systems, processes, policies and culture do not demonstrate sufficient strength and transparency to deter potential predatory behaviours Conflict of interest Lack of child safety culture Insufficient induction and training Insufficient supervision 	<ul style="list-style-type: none"> Insufficient promotion of the school's commitment to child safety may fail to deter potential predators from volunteering at the school History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse 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 	<ul style="list-style-type: none"> 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 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. Working With Children cards are requested by reception as required in our policies. Working with Children spreadsheets are updated and checked weekly against live WWC data held centrally All Visitors are required to sign in 	Yes/No	<ul style="list-style-type: none"> School Council to participate in Child Safe Standards Training: School council training- Child Safe Standards (PPTX, 741KB) – Assistant Principal Wellbeing 	End of term 3, 2022
Child Safe Standard 7 – complaints processes						
<p>Risk Title: Complaints processes</p> <p>Description: There is a risk that processes for complaints and concerns are not child focused</p> <p>Risk type: Organisational, Vulnerability</p>	<ul style="list-style-type: none"> Students and parents/carers are uncertain about how to raise a complaint or concern because information is not accessible or easily understood Processes do not support students, parents and carers to make complaints or raise concerns Complaints processes or responsible staff do not make students feel safe or supported to report 	<ul style="list-style-type: none"> Failure to ensure there is accessible, culturally safe and easily understood information on how to raise a complaint or concern increases the risk of students, parents and carers not reporting behaviours of concern or abuse Students may be unwilling to report behaviours of concern or abuse if they feel they will not be taken seriously or if they do not feel safe to report Failure to have a clear process for responding to complaints and concerns about child abuse may result in inappropriate or insufficient action being 	<ul style="list-style-type: none"> Complaints Policy outlines the controls in place to ensure students are provided with accessible, culturally safe and easily understood information on raising a complaint or concern Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to child abuse The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are publicly available on the school website 	Yes/No	<ul style="list-style-type: none"> Provide an anonymous, year level student suggestion box – Wellbeing support teacher Display information about the adults who students can talk to if they need to make a formal complaint. – Wellbeing support teacher 	<p>End term 3, 2022</p> <p>End term 3, 2022</p>

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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • taken resulting in continued or further harm to the child and other children • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff • Our Child Safety 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 • School Staff Structure is developed every year and displayed for all staff – ensuring all staff know who to go to for assistance • Wellbeing office spaces are able to be made private with blinds to ensure student privacy if required • Multiple wellbeing staff available for students to talk with to avoid non-disclosure on the basis of lack of trust in one staff member • Support Students to develop the skills to make complaints and raise concerns by using the teaching and learning materials in the RRRR curriculum. 			
Child Safe Standard 8 – Child safety knowledge, skills and awareness						
<p>Risk Title: Knowledge, skills and awareness</p> <p>Description: There is a risk that staff and volunteers are not equipped with the knowledge, skills and awareness to keep children and students safe through ongoing education and training</p> <p>Risk type: Organisational</p>	<ul style="list-style-type: none"> • Child safety and wellbeing training not provided to staff and school council annually • Child safety and wellbeing training is not refreshed or updated where policy, practice or law has changed • Volunteers are not required to undertake child safety training that is appropriate to the nature of their role • Training does not cover all necessary topics • Training is poorly facilitated <p>Also refer to Child Safe Standard 6 risks above</p>	<ul style="list-style-type: none"> • Inability to identify child safety risks including inappropriate behaviour and signs of harm resulting in increased risk of failing to protect children from child abuse, and underreporting of child safety incidents to relevant staff and authorities • Insufficient understanding about the school's child safety and wellbeing policies, practices, and obligations results in increased risk that they will not be appropriately implemented by staff and volunteers and an increased risk to students of child abuse occurring and of continuing to occur undetected. • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • Our Child Safety Policy outlines the controls in place to ensure school council and school staff receive appropriate annual guidance and training on child safety and is implemented • Our Volunteers policy provides information on training for volunteers. • Child Safety is a standing agenda item at all staff meetings and school council meetings • Ensure time is allocated in a specific staff meeting for all staff, including ES, to complete Mandatory Reporting Training • Ensure data is collected on the completion of Mandatory Reporting and those missing are followed up • Working With Children cards are requested by reception as required in our policies. • Working with Children spreadsheets are updated and checked weekly against live WWC data held centrally, • All Visitors are required to sign in 	Yes/No	<ul style="list-style-type: none"> • School Council to participate in Child Safe Standards Training: School council training- Child Safe Standards (PPTX, 741KB) – Assistant Principal Wellbeing • All school Staff to participate in Child Safe Standards training: School staff training- Child Safe Standards (PPTX, 1MB) – Assistant Principal Wellbeing • 	
Child Safe Standard 9 – Physical and online environments						
<p>Risk Title: School physical environment</p> <p>Description: There is a risk the school's child safety policies,</p>	<ul style="list-style-type: none"> • Areas of child safety risk in the school buildings or grounds are not identified and appropriately supervised or managed. 	<ul style="list-style-type: none"> • There is an increased risk of child abuse occurring on school grounds or buildings if policies, procedures and practices fail to identify and manage areas of risk in the school's physical environment 	<ul style="list-style-type: none"> • Yard Duty and Supervision Policy outlines supervision processes and requirements with a focus on child safety • Yard duty staff are trained to actively patrol the school grounds, paying particular attention to 	Yes/No	<ul style="list-style-type: none"> • Yard Duty areas to be discussed at whole staff meeting to ensure all areas can be actively supervised at all times and all staff are fully aware of which person is responsible for supervising which areas– Leadership 	Completed

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<p>procedures and practices do not adequately address and manage the risk of abuse and harm in the school's physical environment</p> <p>Risk type: Situational</p>		<ul style="list-style-type: none"> Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> 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 Policy and Child Safety Code of Conduct students advised that the downhill slope of the far end of the oval is out of bounds as the area cannot be supervised students advised that the uphill section of the junior area is out of bounds as this area cannot be seen and is on a dangerous gradient students advised that the junior area is only for students in years Prep to 2 inclusive Students advised that the senior area is for students in years 5 and 6 inclusive Students advised that the following areas are out of bounds as vision to those areas is not possible <ul style="list-style-type: none"> Behind the MPC Behind the Hall Behind the water tanks and shed Between the 'big playground' and the MPC Between the MPC and the front of rooms 19 and 20 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 Junior pedestrian gate (Gate 2) is locked between 9am and 3.30pm Staff Car Park Gate 2 is closed at all times during the day Reception and leadership to close and lock Gate 1 and Staff Car Park 1 when student wellbeing risk is elevated (eg known offender in vicinity, student has absconded from class and is not complying with staff engagement) OHS leader to ensure regular grounds and maintenance checklists are completed for every area of the school 		<ul style="list-style-type: none"> Yard duty map to be edited and redistributed if necessary, after such discussions - Leadership 	Completed
<p>Risk Title: Online environment</p> <p>Description: There is a risk the school's child safety policies, procedures and practices</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk in the school's online environment – particularly risks relating to grooming and further risk of abuse if the grooming goes undetected. 	<ul style="list-style-type: none"> Digital Learning Policy outlines the controls in place for online conduct and online safety and is implemented Acceptable Use Agreements are in place and enforced Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers 	Yes/No		

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>do not adequately address and manage the risk of abuse and harm in the school's online environment</p> <p>Risk type: Situational</p>	<ul style="list-style-type: none"> Online safety measures fail to adapt to emerging technologies and child safety risks 	<ul style="list-style-type: none"> Physical and psychological harm as a result of child abuse 	<p>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 Policy and Child Safety Code of Conduct</p> <ul style="list-style-type: none"> 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. Information regularly sent home to parents via the school newsletter regarding the appropriateness and dangers of online apps and sites Facilitate age-appropriate ways to use the internet and social media for students utilising the RRRR and SWPBS framework School website hosts information regarding popular online apps students are using and their uses, where relevant to students at school Staff appropriately supervise students when using digital devices to ensure online safety Ensure the physical environment does not allow for students to remain unseen when on devices Do not allow devices in areas or on excursions/camps where the above measures cannot be implemented Staff are provided with refresher training on digital technology use at school Staff have access to self-help guides for digital technology use with students Employment of a digital technologies ES to assist with the ongoing research on digital technology use of students and teachers 			
<p>Risk Title: Off-site school activities and use of third-party providers</p> <p>Description:</p> <p>There is a risk that the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse at school activities off-site and/or school activities involving third party providers.</p> <p>Risk type: Situational, Organisational, Propensity, Vulnerability</p>	<ul style="list-style-type: none"> School staff fail to identify and manage risks of child abuse occurring during off-site school activities School staff fail to identify and manage risks of child abuse by third-party providers engaged by the school 	<ul style="list-style-type: none"> There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk for off-site school activities and school activities that involve third party providers. Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> Our school complies with relevant policies with respect to the following activities, including policy relating to child safety and wellbeing: <ul style="list-style-type: none"> Camps and Excursions NDIS Funded Therapy in Schools Procurement For others, see the Policy and Advisory Library 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 as: sport clinics on or off-site, homework clubs run by third party providers, incursions, webinars Contact these third-party vendors to determine if there is a need for the engagement to occur onsite Ensure appropriate consent and insurance documents are completed prior to coming onsite Ensure third party vendors have appropriate working with children documentation and record appropriately 	Yes/No	<ul style="list-style-type: none"> Share Child Safe Policies with NDIS third party vendors prior to coming onsite – Wellbeing AP 	As need arises

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>
Child Safe Standard 10 – Review of child safety practices						
<p>Risk Title: Review and improvement</p> <p>Description: There is a risk that the implementation of the Child Safe Standards is not regularly reviewed and improved</p> <p>Risk type: Organisational</p>	<ul style="list-style-type: none"> • Failure to regularly review child safety policies, procedures and practices (every 2 years) or following any significant child safety incident • Failure to use analysis of complaints, concerns and safety incidents to inform possible improvements to child safety policies, procedures and practices • Failure to inform families and communities of the outcome of reviews of child safety policies, procedures and practices 	<ul style="list-style-type: none"> • Child safety policy, procedures and practices may become out of date with any new laws or guidance on good practice, compromising the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Child safety policy, procedures and practices may no longer meet the needs of the local school community compromising the school's ability to protect students from 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 	<ul style="list-style-type: none"> • A register of the school's policies relating to the child safe standards, including approvers and review cycles is used to support staff to maintain and update our policies • A working group (led by the Wellbeing Assistant Principal) is established to review child safety policies and procedures • We determine the causes of child safety incidents and monitor for repeat issues or systemic failures, updating any child safety policy, procedure or practice where gaps or improvements are identified • 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 • We take updated policies to school council for consultation • SWPBS priority team regularly meets to discuss behaviour incidents and analyse data: <ul style="list-style-type: none"> - if there have been persistent issues in an area of the yard, re-address yard duty supervision - If regular incidents occur, redirect teaching and learning to address needs • Analyse results of Parent Opinion Surveys with regards to student safety and act appropriately 	Yes/No	<ul style="list-style-type: none"> • Develop an audit log (that is appropriately secured and has version control) of complaints and concerns, demonstrating appropriate responses and mitigations. - Principal 	End of 2022
Child Safe Standard 11 – Implementation of child safety practices						
<p>Risk Title: Policies and procedures</p> <p>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.</p> <p>Risk type: Organisational</p>	<ul style="list-style-type: none"> • The policies and procedures do not address all actions and measures required under the Child Safe Standards • The policies and procedures are not informed by best practice models and family and community engagement • Staff and relevant volunteers are not provided with an adequate induction or ongoing training and are not properly supported to implement the policies and procedures due to lack of modelling and support from leaders • Policies and procedures are difficult to understand 	<ul style="list-style-type: none"> • If child safety policy and procedures fail to address all aspects of the Child Safe Standards it will result in gaps in protection of children and increased risk relating to child abuse • If child safety policies and procedures are not effectively documented or are difficult to understand it may result in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities increasing the risk of child abuse • If child safety policies and procedures are not informed by best practice or family and community engagement it may result in compromised ability to protect children from child abuse. • Failure to induct, train and support staff and relevant volunteers on implementation of child safety policies and procedures increases the risk of child abuse • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • Our suite of child safety and wellbeing policies and procedures address all aspects of the 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 Wellbeing Assistant Principal regularly reviews PROTECT guidance and other relevant policies to ensure our own local child safety policies, procedures and practices are informed by best practice and updated where required. • Child safety is a standing agenda item for all staff meetings and school council meetings • Regular child safety items written in the school newsletter • Feedback is sought from school council on child safety policies 	Yes/No	<ul style="list-style-type: none"> • Provide copies of Child Safety Policy in school enrolment packs - Administration 	End term 3 2022