

Child Safe Standards Risk Register JACANA SCHOOL FOR AUTISM

School name:	Jacana School for Autism	Responsible staff member:	Corinne Pupillo
Date endorsed:	16/6/2022	Endorsed by:	School Council
Next review date:	Term 2, 2024	File location:	JSA School 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>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>

Child Safe Standard 1 – Aboriginal cultural safety

<p>Risk Title: Culturally safe environments</p> <p>Description: There is a risk that the school fails to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and students are respected and valued</p> <p>Risk type: Situational, Organisational</p>	<ul style="list-style-type: none"> •Tier 2 Racism, discrimination and bullying not adequately managed and addressed •Ignorance/lack of awareness •Curriculum that doesn't include Aboriginal Australians •An unwelcoming environment for Aboriginal students •Policy development and review is not consultative 	<ul style="list-style-type: none"> •Aboriginal students are less likely to trust school staff which may result in them being less likely to report abuse by adults or peers, and make them more vulnerable to harm •Aboriginal students do not feel welcome, safe, respected or valued for their diverse and unique identifies which may result in them being less likely to report abuse by adults or peers and make them more vulnerable to harm •Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> •Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented •Identify other documents that address Aboriginal cultural safety and include these here, such as your: <ul style="list-style-type: none"> ○ Action Plan (See IDP) ○ Student Wellbeing and Engagement Policy ○ Bullying Prevention Policy ○ Inclusion and Diversity Policy ○ Curriculum Assessment and Reporting Framework Policy ○ Child Safety Policy ○ Child Safe Code of Conduct •Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Wellbeing and Engagement Policy. 	<p>Yes/No</p>	<p>Principal is ultimately responsible for all actions listed.</p> <p>More specifically, these are the following people responsible for each individual action:</p> <ul style="list-style-type: none"> •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 (Assistant Principal CDAR) •adopt measures to ensure racism is identified, confronted and not tolerated (Assistant Principal ETL) •address any instances of racism within the school environment with appropriate consequences (Assistant Principal ETL) •actively support participation and inclusion in the school by Aboriginal children, students and their families (Assistant Principal ETL) •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 (Assistant Principal ETL) •develop and endorse a policy or statement detailing the strategies and actions the school will take. (Assistant Principal ETL) 	<p>End of Term 4, 2022</p>
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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 •Poor understanding of the foreseeable risks relating to child abuse •Poor understanding of recordkeeping and information management •Poor child safety messaging 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •Our Child Safety and Wellbeing Policy outlines the controls in place to ensure a child safe culture is embedded across the school and is implemented •Our Child Safety Code of Conduct is adopted and actively enforced by school leadership. Inconsistent staff, contractor or volunteer conduct is swiftly addressed. •Our Child Safety and Wellbeing Policy and Code of Conduct are publicly available and promoted in the school community •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 record keeping •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	<p>Principal is ultimately responsible for all actions listed.</p> <p>More specifically, these are the following people responsible for each individual action:</p> <ul style="list-style-type: none"> • develop, endorse and make publicly available a: <ul style="list-style-type: none"> - Child Safety Policy - Child Safety Code of Conduct (Assistant Principal ETL) •develop, record, and implement risk management actions to make sure children are safe in the school environment (Principal) •monitor, annually review and evaluate child safety and wellbeing risks (Assistant Principal ETL) •develop a policy or statement detailing the school's processes to meet Public Record Office Victoria Recordkeeping Standards (PDF, 653KB) (Assistant Principal ETL) •ensure records relevant to child safety and wellbeing are created, maintained and disposed of by Public Record Office Victoria Recordkeeping Standards (Assistant Principal ETL) •make sure school staff and volunteers understand their obligations in information sharing and recordkeeping. (Assistant Principal ETL) 	End of Term 4, 2022
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 	<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 (RRRR) planned by the Personal And Social Capabilities Curriculum Team and delivered by classroom teachers 	Yes/No	<p>Principal is ultimately responsible for all actions listed.</p> <p>More specifically, these are the following people responsible for each individual action:</p> <ul style="list-style-type: none"> • Ensure students are informed about all their rights, including their rights to safety, information and participation (Assistant Principal-CDAR) • All staff and volunteers are attuned to signs of harm and are able to facilitate child-friendly ways for students to express their views, participate in 	End of Term 4, 2022

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		<ul style="list-style-type: none"> 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"> Students are educated about their rights through discussions, expected behaviours, and multi-modal communication systems Tier 2 friendship and peer support groups (including a girls group) are promoted through individual and group work as facilitated by the Mental Health Practitioner and Health and Wellbeing Officer 		decision-making and raise their concerns (Assistant Principal ETL) <ul style="list-style-type: none"> develop a culture that encourages participation and responds to what students needs and gives students opportunities to participate, and respond to their contributions to strengthen confidence and engagement (Assistant Principal ETL) offer students access to sexual abuse prevention programs and related information in an age-appropriate way. (Assistant Principal ETL) Develop curriculum planning documents or other documentation that details how the school will address these requirements(AP-CDAR) 	
Child Safe Standard 4 – Family engagement (Nat)						
<p>Risk Title: Families and community involvement</p> <p>Description: There is a risk that families and communities are not informed, and involved in promoting child safety and wellbeing</p> <p>Risk type: Organisational</p>	<ul style="list-style-type: none"> Unwelcoming staff Lack of appreciation of the value of community consultation and engagement The school does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing Lack of staff training, culture or willingness to engage families and communities 	<ul style="list-style-type: none"> Child safety and wellbeing practices without input from families may result in practices that do not cover all the diverse needs of students, resulting in a risk that students do not feel safe or able to actively participate in school life (see Child Safe Standard 1 and 3) Families and communities not engaged in child safety at the school are less likely to be able to support the school to reduce risk by keeping an eye out for unsafe behaviours and raising concerns. Families cannot help students identify abuse Families do not support students who want to make a complaint If families lack awareness about child safety including risks of child abuse, children may be more vulnerable to being groomed by perpetrators seeking to obtain their trust. Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> Our Child Safety and Wellbeing Policy outlines the controls in place to engage families and is implemented All child safety and wellbeing policies and procedures are publicly available and promoted in the school community Families and the school community are invited to have a say in the development and review of child safety and wellbeing policies, procedures and practices through our school website, newsletter updates, school council, parent information sessions, parent survey, SSG meetings 	Yes/No	Principal is ultimately responsible for all actions listed. More specifically, these are the following people responsible for each individual action: <ul style="list-style-type: none"> Update and ratify the Student Wellbeing and Engagement Policy to ensure it reflects all our wellbeing and engagement practices (Assistant Principal ETL) Invite families participate in child safety and wellbeing decisions which affect their child (Assistant Principal ETL) engage and openly communicate with families and the school community about its child safe approach (Assistant Principal ETL) make child safety information accessible to all members of the school community (Assistant Principal ETL) involve families and the school community in developing and reviewing child safety and wellbeing policies and practices (Assistant Principal ETL) inform families and carers about the school's governance and approach to child safety and wellbeing, including roles and responsibilities of school staff. (Assistant Principal ETL) 	End of Term 4, 2022

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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 •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"> •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 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 •If your school has other documents that address diversity and equity include these here, such as: <ul style="list-style-type: none"> ○ Bullying Prevention Policy ○ Inclusion and Diversity Policy ○ Student Engagement and Wellbeing Policy ○ Student Voice and Agency 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 	Yes/No	<p>Principal is ultimately responsible for all actions listed.</p> <p>More specifically, these are the following people responsible for each individual action:</p> <ul style="list-style-type: none"> •develop and endorse a policy statement or curriculum document that details the strategies and actions it will take to uphold diversity and equity, that: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> ▪ students with disability ▪ 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. (all aspects overseen by the Assistant Principal CDAR) 	End of Term 4, 2022
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</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 	<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 	<ul style="list-style-type: none"> •Our Child Safety and Wellbeing 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. 	Yes/No	<p>Principal is ultimately responsible for all actions listed.</p> <p>More specifically, these are the following people responsible for each individual action:</p>	End of Term 4, 2022

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<p>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"> ● 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 	<p>identified resulting in increased risk of child abuse</p> <ul style="list-style-type: none"> ● Conflicts of interests in recruiting staff may increase the risk of other staff not reporting concerns relating to staff conduct, and where concerns are reported or identified, increased risk of them not being responded to in an objective manner with the focus on child safety and wellbeing. ● Insufficient induction results in the increased risk that staff fail to identify child safety risks and signs of harm and are unable to respond appropriately when they do identify risks of harm or when a complaint or concerns is disclosed to them. ● Insufficient supervision and performance management results in increased risk of child abuse and harm to students ● Staff do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm ● Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> ○ 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 		<ul style="list-style-type: none"> ● make sure job advertisements have clear statements about: <ul style="list-style-type: none"> ○ 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 (Principal Class Team) ● advise job applicants about the child safety practices of the school, including the Code of Conduct (Principal Class Team) ● make volunteers aware of the school's Child Safety and Wellbeing Policy and Child Safety Code of Conduct (Principal Class Team) ● screen school staff applicants: <ul style="list-style-type: none"> ○ 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 (Principal Class Team) 	
<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 perpetrators from attempting 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) 	<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 engaged in regular after school sports training that may have more access to students in an unsupervised space, volunteers who will be escorting students on interstate or overseas trips as part of the excursion staff, 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 	Yes/No	<p>Principal is ultimately responsible for all actions listed.</p> <p>More specifically, these are the following people responsible for each individual action:</p> <p>screen volunteers:</p> <ul style="list-style-type: none"> ○ 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 (Principal Class Team) <p>provide an induction to staff, volunteers and contractors engaged in child-related work, regarding child safety and wellbeing</p>	End of Term 4, 2022

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		<ul style="list-style-type: none"> Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> 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. 		<p>that is appropriate to the nature of the role (Assistant Principal ETL) ensure that induction addresses our school's:</p> <ul style="list-style-type: none"> Child Safety Code of Conduct Child Safety Policy procedures for managing complaints and concerns related to child abuse (Assistant Principal ETL) <p>make sure staff, governing body members, and volunteers engaged in child-connected work, are aware of their responsibilities for:</p> <ul style="list-style-type: none"> children and students information sharing and reporting obligations recordkeeping obligations (Assistant Principal ETL) <ul style="list-style-type: none"> provide supervision and people management of staff and volunteers that focuses on child safety and wellbeing. (Principal Class Team) 	
Child Safe Standard 7 – Complaints processes						
<p>Risk Title: Complaints processes</p> <p>Description: There is a risk that processes for complaints and concerns are not child focused</p> <p>Risk type: Organisational, Vulnerability</p>	<ul style="list-style-type: none"> Students and parents/carers are uncertain about how to raise a complaint or concern because information is not accessible or easily understood Processes do not support students, parents and carers to make complaints or raise concerns Complaints processes or responsible staff do not make students feel safe or supported to report Student input in decision making is not valued Student, parent and carer concerns/complaints are not taken seriously Inadequate response to complaints or concerns relating to child abuse 	<ul style="list-style-type: none"> Failure to ensure there is accessible, culturally safe and easily understood information on how to raise a complaint or concern increases the risk of students, parents and carers not reporting behaviours of concern or abuse Students may be unwilling to report behaviours of concern or abuse if they feel they will not be taken seriously or if they do not feel safe to report Failure to have a clear process for responding to complaints and concerns about child abuse may result in inappropriate or insufficient action being taken resulting in continued or further harm to the child and other children Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> Complaints Policy outlines the controls in place to ensure students are provided with accessible, culturally safe and easily understood information on raising a complaint or concern Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to child abuse The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are publicly available on the school website The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff Our Child Safety and Wellbeing Policy sets out all recordkeeping, privacy and information sharing 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 	Yes/No	<p>The Principal is ultimately responsible for all actions listed.</p> <p>More specifically, these are the following people responsible for each individual action:</p> <ul style="list-style-type: none"> Make sure that our complaints handling policy is publicly available and accessible, child-focused, culturally safe and easily understood by the whole school community (Principal Class Team) It has information about the process for making a complaint about the school or any person within the school (Principal Class Team) All complaints are taken seriously and responded to promptly and thoroughly. (Principal Class Team) <ul style="list-style-type: none"> Procedures for responding to complaints or concerns relating to child abuse that is: <ul style="list-style-type: none"> publicly available and accessible child-focused 	End of Term 4, 2022

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					<ul style="list-style-type: none"> - 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 (<ul style="list-style-type: none"> • Ensure to address reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting, and cooperate with law enforcement (Principal Class Team) • Ensure to provide details of recordkeeping, reporting, privacy and employment law obligations to be met when responding to complaints and concerns (Principal Class Team) 	
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 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 • Our Volunteers policy provides information on training for volunteers. • Volunteers that are engaged to support on-site during fundraising events, reading programs, coffee cart program and off-site excursions (including the swimming program, the Victorian State School Spectacular) are provided with child safety training that is appropriate to the activity and the volunteer's role. • All volunteers will partake in a formal induction process relevant to the volunteer tasks to be undertaken 	Yes/No	<p>The Principal is ultimately responsible for all actions listed.</p> <p>More specifically, these are the following people responsible for each individual action:</p> <ul style="list-style-type: none"> • provide child safety training to staff engaged in child-connected work every year. (Principal Class Team) • This training should include: <ul style="list-style-type: none"> - 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 	End of Term 4, 2022

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
<p>without compromising a child or student's right to privacy, access to information, social connections and learning opportunities.</p> <ul style="list-style-type: none"> ● 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. (Assistant Principal ETL) ● 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. (Assistant Principal ETL) ● Provide appropriate training and guidance to the members of the governing body every year. (Principal) <p>This training should include:</p> <ul style="list-style-type: none"> - 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						
<p>Risk Title: School physical environment</p> <p>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</p> <p>Risk type: Situational</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 ● Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> ● Supervision of Students 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 toilet areas, breezeways and quiet corners and hard to see spaces ● 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 ● Specific to the risks in our setting eg: <ul style="list-style-type: none"> ● students advised that the oval/Playground 6 is out of bounds as the area cannot be supervised ● bike sheds and store cupboards are locked unless in use, with controlled access to keys ● school grounds are well lit for after school activities 	<p>Yes/No</p>	<p>The Principal is ultimately responsible for all actions listed.</p> <p>More specifically, these are the following people responsible for each individual action:</p> <ul style="list-style-type: none"> ● 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. (Principal Class Team) ● 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. (Principal Class Team) ● 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. (Assistant Principal CDAR) 	<p>End of Term 4, 2022</p>

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
			<ul style="list-style-type: none"> ● students are required to go to the bathroom with either a familiar adult/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 		<ul style="list-style-type: none"> ● Consider risks arising from child-to-child and adult-to-child interactions in physical and online spaces. (Assistant Principal CDAR) ● Consider cultural safety. Are there elements of the physical school environment that would be unwelcoming to Aboriginal people? (Assistant Principal ETL) ● Inform staff, volunteers and students where appropriate of identified risks and risk management strategies. (Principal Class Team) ● Keep records of risk management activities, including risk assessments for camps and excursions. (Assistant Principal ETL) ● Provide training and refresher training to staff and relevant volunteers on risk management policies and procedures. (Assistant Principal ETL) 	
<p>Risk Title: Online environment</p> <p>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 environment</p> <p>Risk type: Situational</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. ● Online safety measures fail to adapt to emerging technologies and child safety risks 	<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. ● Physical and psychological harm as a result of child abuse 	<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 (incorporated as an appendices to the Digital Learning Policy) ● 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. ● Deliver learning, as aligned with eSafety safety guidelines, as part of the Personal and Social Capabilities Curriculum to facilitate a schoolwide approach and support students to report instances of bullying and cyberbullying 	Yes/No	<p>The Principal is ultimately responsible for all actions listed.</p> <p>More specifically, these are the following people responsible for each individual action:</p> <ul style="list-style-type: none"> ● Supervise students properly in all settings, including the playground, excursions and camps. (Assistant Principal CDAR) ● 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. (Assistant Principal ETL) ● 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. (Assistant Principal CDAR) ● 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. (Assistant Principal CDAR) 	End of Term 4, 2022

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 <i>Sample content is provided below</i>	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?
					<ul style="list-style-type: none"> ● 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). (Assistant Principal ETL) ● Create a respectful, sensitive and safe environment for people who may be experiencing family violence. Schools are required to align to the MARAM framework over time. MARAM responsibility 1 requires schools to create a respectful, sensitive and safe environment that enables a child or young person to feel comfortable to talk about their experiences of family violence and seek support. (Assistant Principal ETL) <p>Promoting acceptable behaviour by staff and volunteers:</p> <ul style="list-style-type: none"> ● Address acceptable and non-acceptable behaviour in online environments in the school's Child Safety Code of Conduct. Cover social media, email, instant messages, SMS and other apps in your code. (Assistant Principal CDAR) ● Outline acceptable use of personal devices by staff and volunteers. (Assistant Principal ETL) ● Have guidelines for taking, storing and using images of children and students – including photos and video recordings. (Assistant Principal CDAR) ● Deal with misuse of digital devices and unacceptable behaviour in accordance with school policy. (Assistant Principal CDAR) ● Review communication protocols regularly, considering emerging services and technologies, such as disappearing message services. (Assistant Principal CDAR) ● Uphold policies and report breaches in accordance with the school's complaints handling processes and Code of Conduct. (Principal Class Team) ● Provide avenues for students, families, carers, communities and staff to report online issues or concerns. (Assistant Principal CDAR) 	

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<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
					<ul style="list-style-type: none"> ● Protect student privacy by supporting students to limit the amount of information provided online. (Principal Class Team) ● Require school staff to undertake information security training to reduce the risk of online phishing or malware attacks.(Assistant Principal CDAR) 	
<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"> ● Government schools – <ul style="list-style-type: none"> ○ Excursions ○ Doctors in Secondary Schools ○ NDIS Funded Therapy in Schools ○ Work Experience ○ Procurement ○ Structured Workplace Learning ○ School Based Apprenticeships and Traineeships ○ School Community Work ○ Purchasing Secondary Courses and Vocational Training from External Providers ○ 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. This includes activities such as: school camps, excursions (including swimming programs), VET/TAFE programs, SBAT, work experience, interschool sports programs, incursion providers (SEDA, multiple Active Schools Programs, secondary pathways programs (i.e. Onemda), onsite volunteer programs (i.e. fundraising, classroom reading program, Coffee Cart program), dentist and onsite contractors. 	Yes/No	<p>The Principal is ultimately responsible for all actions listed.</p> <ul style="list-style-type: none"> ● Undertake child safety due diligence when engaging third parties. A new vendor presents new risks. ● Require vendors to provide evidence of compliance with the Child Safe Standards when establishing contracts to deliver services to students. ● Ensure a Privacy Impact Assessment is undertaken for any software handling student personal information. (shared with the Assistant Principal CDAR) ● Make child safety a feature in legal contracts. The Victorian Government Common Funding Agreement has this as standard. ● Ask contractors to provide their Working with Children Clearance upon entry to the school. ● Provide contractors with a copy of the Child Safety Code of Conduct and Child Safety Policy. ● Nominate a staff member who is responsible for collecting child safety compliance information about third party providers. ● Keep records of due diligence processes. ● If a vendor is found to be non-compliant with the Child Safe Standards: <ul style="list-style-type: none"> ○ cease all activities with the vendor until the issue is resolved ○ if appropriate, inform the vendor of the non-compliance and provide an opportunity to rectify the problem, or ○ if the issue is serious, contact the relevant authorities. 	End of Term 4, 2022

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
Child Safe Standard 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 	<p>Our school ensures that child safety policies, procedures and practices are regularly reviewed and improved by:</p> <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 ● WelfareTeam reviews 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 have a log of complaints and concerns (i.e. welfare notes) saved and privacy-protected on Sharepoint 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 	Yes/No	<p>The Principal is ultimately responsible for all actions listed.</p> <p>More specifically, these are the following people responsible for each individual action:</p> <ul style="list-style-type: none"> ● Develop a register of existing child safe standard policies, noting the date the policy was approved, and schedule a review date every 2 years. (Assistant Principal ETL) ● When required, develop a work plan and establish a working group led by the Principal, to review and update policies and procedures. ● Monitor and manage child safety risks using a risk register (Principal Class Team) ● Determine the causes of child safety incidents and monitor for repeat issues or systemic failures. (Assistant Principal ETL) ● Use complaints and incidents as a learning opportunity to inform continuous improvement. (Principal Class Team) ● Identify ways to involve staff, volunteers, students, families and community members in review processes. Refer to Child Safe Standard 4 for actions on how to engage families and communities. (Principal Class Team) 	End of Term 4, 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:</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 	<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 	<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 leadership team champion and model our child safety policies, procedures and practices and address any performance concerns relating to staff conduct or implementation ● Our leadership team regularly review PROTECT guidance and other relevant policies to ensure our own local child safety policies, procedures and 	Yes/No	<p>Principal is ultimately responsible for all actions listed.</p> <p>More specifically, these are the following people responsible for each individual action:</p> <ul style="list-style-type: none"> ● implement practices for a child-safe environment (Assistant Principal ETL) ● establish policies and procedures that meet all the Child Safe Standards (Principal Class Team) ● make sure all relevant school staff, governing body and volunteers 	End of Term 4, 2022

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
Organisational	modelling and support from leaders ● Policies and procedures are difficult to understand	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	practices are informed by best practice and updated where required.		understand and implement the policies and procedures (Principal Class Team) ● champion and model the policies and procedures for a child-safe environment (Principal Class Team) ● document their policies and procedures and make them easy to understand (Principal Class Team) ● make sure their policies and procedures are informed by best practice models and stakeholder consultation. (Principal Class Team)	