Child Safe Standards Risk Register



School name:	EAST BENTLEIGH PRIMARY SCHOOL	Responsible staff member:	Principal and Assistant Principal
Date endorsed:	MAY 2023	Endorsed by:	Principal
Next review date:	February 2025	File location:	Website: https://www.eastbentleighps.vic.edu.au/page/38/Policies,- Permission-Forms-&-Documents Hardcopy: Front Office Bookcase

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RISK TITLE AND DESCRIPTION		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	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 b done?
Child Safe Standard	1 – Aboriginal cultural safety	•				
Risk Title: Culturally safe environments Description: There is a risk that the school fails to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and students are respected and valued Risk type: Situational, Organisational	 Racism, discrimination and bullying not adequately managed and addressed Ignorance/lack of awareness Failure to ensure that appropriate guidance and training is provided to the individual members of the school council and school staff about child safety. Lack of reporting procedures Lack of understanding of roles and responsibilities in relation to child safety Curriculum that doesn't include Aboriginal Australians An unwelcoming environment for Aboriginal students Policy development and review is not consultative Lack of leadership on child safety 	Child safety incident occurs Aboriginal students are less likely to trust school staff which may result in them being less likely to report abuse by adults or peers, and make them more vulnerable to harm Aboriginal students do not feel welcome, safe, respected or valued for their diverse and unique identifies which may result in them being less likely to report abuse by adults or peers and make them more vulnerable to harm Physical and psychological harm as a result of child abuse	 Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented Documents that address Aboriginal cultural safety and include these here, such as your: Action Plan Student Wellbeing and Engagement Policy Bullying Prevention Policy Inclusion and Diversity Policy Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Wellbeing and Engagement Policy. Whole school incursion – 8th June – Didjeribone-Curriculum Relevance: Aboriginal Studies & Torres Strait Island Studies. Music: Cultural and Contemporary. Science: Electronics. 	Yes	 PROTECT Child Safe Standard 1 (Principal) Principal & Assistant Principal Wellbeing PLAT Classroom teachers Smoking ceremony for school community. (P&F, Principal, School Council) Yr 4 excursion Birrarung Wilam (River Camp) walk. Koorie Heritage Trust. 3/4PLC leader Work with KESO to include cultural inclusion goals in IEPs for students identifying as Koorie. CUST training for staff not trained SEVR Assistant Principal teaching and non teaching staff 	Term 1 Term 1 2023
	2 – School leadership, gover					
Leadership, governance and culture Description:	 Child safety is not prioritised Decision-making power concentrated in one individual Unclear accountabilities Staff and volunteers are unaware of the school's expectations 	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	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	Yes	PROTECT Child Safe Standard 2 (Principal) Develop and distribute regular school communication containing material related to child safety to inform the school	Ongoing
		remaining undetected and not being responded to appropriately because staff and volunteer roles and responsibilities are	 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 		community (Principal, Assistant Principal & Wellbeing PLAT) 2. School Council: improved community Involvement and connection being Addressed through Community Engagement and Parents & Friends subcommittees, Particularly for EAL families.	Term 2 Staff School Council

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Organisational, Propensity	Poor understanding of the foreseeable risks relating to child abuse Poor understanding of recordkeeping and information management Poor child safety messaging Poor child safety messaging	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	 and recordkeeping PROTECT posters and the Four Critical Actions are displayed around the school Records management obligations are met through adherence to the Records Management - School Records Policy and all staff and relevant volunteers understand their obligations on information sharing and record keeping through induction, training and support from leadership. 		discussion item on School Leadership Team meetings and staff meetings. (All staff) 5. Development of IEP's for students with disabilities and students who require extra support. (Classroom teachers & AP) 6. Engagement with Student Support Services to support students with disabilities and those who might be vulnerable.	Ongoing Term 1 An ongoing process. IEP's are continually monitored and updated throughout the year to ensure the needs of students are being met. Term 1,2,3 & 4 Term 1 or at time of
	3 – Children are safe, inform					
Risk Title: Student empowerment Description: There is a risk that students will not	Students don't know how to make a complaint or raise a concern or don't feel confident that they will be listened to	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.	Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented	Yes	PROTECT Child Safe Standard 3 (Principal) RRRR & School Values programs taught throughout the year.	Ongoing

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rights, participate in decisions affecting them or be taken seriously Risk type: Vulnerability	 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 	 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 	Yrs 5 & 6. • Yr 6 Body Image program (6 sessions presented by SSS staff) • Students are educated about their rights through		 Review planning documents to monitor implementation of Child Safe learning for students (Principal, AP, Wellbeing PLAT SIT) Strengthen student voice through Student Representative Council Yr 5 & 6 Interelate relationship & Sex Education 	Ongoing Term3 Term 4
Child Safe Standard	4 – Family engagement		, , ,			
Risk Title: Families and community involvement Description: There is a risk that families and communities are not informed, and involved in promoting child safety and wellbeing Risk type: Organisational	 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 	 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 	 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's email and participation in Education Subcommittee policy development. Develop and distribute regular school communication containing material related to child safety to inform the school community Develop and deliver training to the, school council and staff about: individual and collective obligations and responsibilities for managing the risk of injury/child abuse 	Yes	PROTECT Child Safe Standard 4 (Principal) Individual Education Plans IEP's are continually monitored and updated throughout the year to ensure the needs of students are being met. Include information in Year level newsletters. (PLC Leader monitored by Principal team) Review and update website as needed (Office Assistant) Parent/Student Interelate relationship & Sex Education evening	Term 1 2023 Ongoing or at the time of enrolment Termly Ongoing as required Term 4

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			 Whole school values - friendliness, enthusiasm, co-operation, respectfulness and responsibility. Resilience, Rights & Respectful Relationships implemented across the school. Circle Time Inclusion of child safety obligations in staff position descriptions. Introduce child safety as a standard discussion item on School Leadership Team meetings and staff meetings. Development of IEP's for students with disabilities and students who require extra support. Engagement with Student Support Services to support students with disabilities and those who might be vulnerable. Student Support Group meetings to be held on a Termly basis for those students with disabilities. Acting in accordance with the Partnering Agreement for students in out of home care. 			
Child Safe Standard	5 - Equity and diverse needs					
Risk Title: Diversity and equity Description: There is a risk that equity is not effectively upheld, and diverse needs are not respected in policy and practice Risk type: Vulnerability		 Diverse cohorts 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 		Yes	PROTECT Child Safe Standard 5 (Principal) Age appropriate assembly items to inform students of their rights and who they can seek out for support. (Wellbeing PLAT class teachers)	Ongoing

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Child Safe Standard	6 - Suitable staff and volunt	eers				
Risk Title: Suitable staff (including contractors engaged by the school in child-related work) Description: There is a risk that staff are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice Risk type: Organisational, Propensity	 Insufficient promotion of the school's commitment to child safety Lack of child safety culture Insufficient supervision Performance management does not focus on or address concerns relating to child safety and wellbeing 	 Insufficient promotion of the school's commitment to child safety during recruitment processes may fail to deter potential predators from seeking employment History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse Conflicts of interests in recruiting staff may increase the risk of other staff not reporting concerns relating to staff conduct, and where concerns are reported or identified, increased risk of them not being responded to in an objective manner with the focus on child safety and wellbeing. Insufficient induction results in the increased risk that staff fail to identify child safety risks and signs of harm and are unable to respond appropriately when they do identify risks of harm or when a complaint or concerns is disclosed to them. Insufficient supervision and performance management results in increased risk of child abuse and harm to students 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 	 All contractors need to and WWWC are checked at the office upon arrival. Contractors are not allowed to be alone with students and are supervised when working in an area with students. Staff trained to question unaccompanied visitors on school premises. Students trained to alert staff if there's an unaccompanied visitor onsite. Annual refresher training for all frequent contractors. Discussed in staff meetings. Our Child Safety and Wellbeing Policy outlines the controls in place: for child safe recruitment and screening practices for staff. to ensure staff are provided with an appropriate induction in the school's child safety policies and practices. to ensure ongoing supervision and management of staff is focused on child safety and wellbeing All actions and strategies outlined in our Child Safety and Wellbeing Policy are implemented 		 PROTECT Child Safe Standard 6 (Principal) All visitors are inducted and present relevant documentation (Office staff) Awareness sessions for students such as ensuring they know that all visitors wear fluro "Visitor" label to show they are visiting the school. (All staff) All contractors are escorted to specific area on school grounds. (Office staff maintenance man) Staff trained to question unaccompanied visitors on school premises. (All staff) Raise topic in staff meetings if required 	Term 1 and ongoing throughout the year Term 1 and ongoing throughout the year Term 1 and as required throughout the year.
Risk Title: Suitable Volunteers Description: There is a risk that volunteers are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice Risk type: Organisational, Propensity	 Screening processes lack sufficient strength to reveal histories and behaviours of concern Systems, processes, policies and culture do not demonstrate sufficient strength and transparency to deter potential perpetrators from attempting predatory behaviours Conflict of interest Lack of child safety culture Insufficient induction and training Insufficient supervision 	 Insufficient promotion of the school's commitment to child safety may fail to deter potential predators from volunteering at the school History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse Insufficient induction results in the increased risk that volunteers do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm. Insufficient supervision results in increased risk of child abuse and harm to students Inadequate steps to address concerning behaviour may result in increased risk of harm (for example removing volunteer from duties or otherwise ensuring the 	 Performance and development and review processes with regular feedback to provide opportunities to discuss any concerns Human resources practices for child safe organisations are implemented Staff management practices as highlighted in the HRWeb Workforce Planning policy are in place Regular staff meetings and Principal 1:1 meetings with staff 		 PROTECT Child Safe Standard 6 ((Principal)) Ensure that staff are regularly reminded of their child safety obligations and undergo refresher training. (Principal & AP) Thorough induction process (Principal AP & PLC leader) Leadership model child safe culture (Principal AP SIT team leaders) Appropriate and inappropriate behaviours are discussed regularly at staff meetings so that staff are empowered to escalate concerns (All staff) Ongoing monitoring and review of staff and student work practices and behaviours for 'warning signals' and indicators of abuse – see Identifying and Responding to All Forms of Abuse in Victorian Schools (All staff) 	Term 1 Term 4 2022 Term 1 Term 1 and ongoing throughout the year Term 1 and ongoing throughout the year Term 1 and ongoing throughout the year Term 1 and ongoing throughout the year

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		volunteer does not demonstrate further behaviours of concern) • Physical and psychological harm as a result of child abuse	 Thorough induction process Leadership model child safe culture Appropriate and inappropriate behaviours are discussed regularly at staff meetings so that staff are empowered to escalate concerns Ongoing monitoring and review of staff and student work practices and behaviours for 'warning signals' and indicators of abuse – see Identifying and Responding to All Forms of Abuse in Victorian Schools All school mandatory reporters (and other school staff if possible) undertake the Protecting Children - Mandatory Reporting and other Obligations online module annually Child safety is a discussion item at school leadership meetings, staff meetings AND School Council. Appropriate and inappropriate behaviours are discussed regularly at staff meetings so that staff are empowered to escalate concerns 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 to assist school staff on excursions will be asked to undertake additional screening processes including proof of identity (where this has not already been established), and references addressing suitability for working with children. Volunteers that are working with children or that may have access to students in unsupervised or high-risk settings will always be supervised by a member of school staff Volunteer behaviour that is inconsistent with the school's child safety and wellbeing policies and practices will be addressed by school staff swiftly and with a focus on child safety and wellbeing. 		 Child safety standard discussion item on School Leadership Team meetings and staff meetings. (All staff) Ensure all school mandatory reporters (and other school staff if possible) undertake the Protecting Children - Mandatory Reporting and other Obligations online module annually (Principal E& AP) Develop strategies to deliver appropriate education to students (see A Guide to Support Victorian Schools to Meet Child Safe Standard 7 and Empowerment and participation of children) about: a. standards of behaviour for students attending the school; b. School values c. Resilience, Rights and Respectful Relationships program taught across the school d. healthy and respectful relationships (including sexuality); e. resilience; and f. child abuse awareness and prevention (All teaching staff) 	
	7 - complaints processes					
Risk Title: Complaints processes Description: There is a risk that processes for complaints and concerns are not child focused Risk type: Organisational, Vulnerability	 Students and parents/carers are uncertain about how to raise a complaint or concern because information is not accessible or easily understood Processes do not support students, parents and carers to make complaints or raise concerns Complaints processes or responsible staff do not make students feel safe or supported to report Student input in decision making is not valued Student, parent and carer concerns/complaints are not taken seriously 	 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 	 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. 		(Principal)	Available on the school's website Term 1 Newsletter Principal's report Term 1

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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	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	When will this be done?
	Inadequate response to complaints or concerns relating to child abuse		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			
Child Safe Standard	l 8 – Child safety knowledge,	skills and awareness				
Risk Title: Knowledge, skills and awareness 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 Risk type: Organisational	 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 Also refer to Child Safe Standard 6 risks above	 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 	 training for volunteers. Volunteers who as part of the excursion staff are provided with child safety training that is 	Yes	PROTECT Child Safe Standard 8 (Principal) Volunteers who are engaged to attend overnight camps are provided with child safety training that is appropriate to the activity and their role	Ongoing
Child Safe Standard	I 9 – Physical and online envi	ronments				
Risk Title: School physical environment Description: There is a risk the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse and harm in the school's physical environment Risk type: Situational	Areas of child safety risk in the school buildings or grounds are not identified and appropriately supervised or managed.		 Yard Duty and Supervision Policy outlines supervision processes and requirements with a focus on child safety Yard duty staff are trained to actively patrol the school grounds, paying particular attention to secluded areas that have been identified as high risk including Boundary fences Behind the bike shed Behind junior building and portables Front of the school are out of bounds Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the physical school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct garden shed, sports store 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 	Yes	PROTECT Child Safe Standard 9 (Principal) Review classroom and playground management	Term1 And when required

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			toilets are located in a central area of the school and the entrance and exit has good visibility from other areas of the school			
Risk Title: Online environment Description: There is a risk the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse and harm in the school's online environment Risk type: Situational	 Child safety risks in the school's online environment are not identified and appropriately managed. Students are not provided with education about online risks and appropriate online behaviours. Online safety measures fail to adapt to emerging technologies and child safety risks Causes Online child safety issues (including grooming) via media services: email Facebook, Instagram, Twitter and other social media YouTube mobile phone SMS messages and other mobile messaging media telephone, Skype and other media for making voice calls photography and videography any other electronic media. 	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 • Underreporting of child safety incidents to relevant authorities • Inappropriate behaviour not reported within school • Physical or psychological injury • Stress for all personnel involved, which could lead to occupational health and safety issues • Criminal penalties: • Failure to Report and/or Failure to Protect offence, • Penalties under the Reportable Conduct Scheme • Non-compliance with minimum standards/Min Order 870 • Breach of duty of care/organisational duty of care • Litigation / adverse court ruling • Reputation damage (School/Department) • Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments	 Digital Learning Policy outlines the controls in place for online conduct and online safety and is implemented Acceptable Use Agreements are in place and 		PROTECT Child Safe Standard 9 (Principal) Review e-safety curriculum- training to maintain capability and induct new teachers. (Wellbeing PLAT SIT) Develop newsletter for parents with information and links to protect their children in the online environment using eSafety Commissioner resources for parents and carers Develop strategies to deliver appropriate education to students (see A Guide to Support Victorian Schools to Meet Child Safe Standard 7 and Empowerment and participation of children) about: a. standards of behaviour for students attending the school; b. healthy and respectful relationships (including sexuality); c. resilience; and d. child abuse awareness and prevention. e. Resilience, Rights & Respectful Relationships f. Life Education Van Prepare curriculum plans that explicitly teach safe, responsible and ethical online behaviours. Provide information for parents in newsletter with information and links to protect their children in the online environment. All students and families to sign acceptable use agreement policy.	
activities and use of third- party providers Description: There is a risk that the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse at school activities off-site and/or school activities	 School staff fail to identify and manage risks of child abuse occurring during off-site school activities School staff fail to identify and manage risks of child abuse by third-party providers engaged by the school 	 There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk for off-site school activities and school activities that involve third party providers. Physical and psychological harm as a result of child abuse 	 Out school compiles with respect to the following activities, including policy relating to child safety and wellbeing: Appropriate school approvals for excursions/camps including risk assessment All staff upon arrival at commercial camp sites conducts briefing with camp site authorities/staff to confirm site arrangements or any updates regarding local conditions Team Leader following briefing with authorities brief teaching / support staff of any updates Staff and volunteers conduct area familiarity upon arrival at venue Staff to student ratios are observed Regular student head counts 		Ensure that the most recent DET risk	planned throughout the year. Term 2

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description.		safety risk happens	have in place to mitigate the child safety risk	the controls adequate to reduce the risk and harms to a tolerable level?	controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?	
involving third party providers. Risk type: Situational, Organisational, Propensity, Vulnerability			 All staff members at the camp or excursion have been trained in what to do when an allegation of child abuse is made Recording your actions: responding to suspected child abuse template is readily available to all staff Child safety risk management strategies are adopted as appropriate Volunteer screening / suitability checks are undertaken in line with the school's Volunteer Policy. Code of Conduct applies in all school contexts. Team Leader(s) to conduct an end day (each day) debrief to identify any issues arising and to lead the development of treatment solutions. Avoid staff members/volunteers being alone with students Child safety considered when determining sleeping arrangements. Specific child safety briefing for excursion/camp staff and volunteers Government schools –DET policies Excursions NDIS Funded Therapy in Schools Work Experience Procurement School Community Work 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: Musicorp Creative Music Football / tennis clinics 		 Specific child safety briefing excursion/camp staff and volunteers (Camp leaders and teaching staff) Staff members/volunteers to not only themselves to be alone with a child at any time. (All staff) Child safety is considered when determining sleeping arrangements. (All staff) 	
	10 - Review of child safety p					
Risk Title: Review and improvement Description: There is a risk that the implementation of the Child Safe Standards is not regularly reviewed and improved Risk type: Organisational	 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 	 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. 	 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 inform families through our school's newsletter when child safety and wellbeing policies have been updated. 	Yes	 PROTECT Child Safe Standard 10 (Principal) We will establish a log to record complaints and concerns to allow us to monitor areas for improvement in our child safety policies, procedures and practices (Principal AP & Wellbeing leader) 	Start of each semster

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Provide a risk title and short description.	Describe the causes of the child safety risk. Describe the consequences for children if the causes of the child safety risk happens	hild Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk	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?
	Physical and psychological harm a result of child abuse	s a			
Child Safe Standard Risk Title: Policies and procedures Description: There is a risk that policies and procedures do not effectively document how the organisation is safe for children and students and are not effectively implemented by staff and volunteers. Risk type: Organisational	 The policies and procedures do not address all actions and measures required under the Child Safe Standards The policies and procedures are not informed by best practice models and family and community engagement Staff and relevant volunteers are not provided with an adequate induction or ongoing training and are not properly supported to implement the policies and procedures due to lack of modelling and support from leaders Policies and procedures are difficult to understand If child safety policies and procedure to understand it may result in staff (particularly new staff) being unaw their child safety obligations, roles responsibilities increasing the risk abuse If child safety policies and procedure not informed by best practice or fa and community engagement it may in compromised ability to protect of from child abuse. Failure to induct, train and support and relevant volunteers on implementation of child safety policies and procedures increases the risk abuse 	and procedures address all aspects of the Child Safe Standards Our staff and relevant volunteers are inducted and trained on our child safety and wellbeing policies, procedures and practices and are supported to implement them Our school leaders champion and model our child safety policies, procedures and practices and address any performance concerns relating to staff conduct or implementation Our Child Safety Champion/AP 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. Students at risk are monitored during PLC meetings.		PROTECT Child Safe Standard 11 (Principal)	Ongoing
	Physical and psychological harm a result of child abuse	s a			