

Child Safe Standards Risk Management Register

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|--------------------------|---------------------------------------|----------------------------------|---------------------|
| School name: | Patterson Lakes Primary School | Responsible staff member: | Mark Koppens |
| Date endorsed: | 20.7.2022 | Endorsed by: | Carole Mayes |
| Next review date: | 20.7.2024 | File location: | |

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| <i>Provide a risk title and short description.</i> | <i>Describe the causes of the child safety risk.</i> | <i>Describe the consequences for children if the child safety risk happens</i> | <i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> | <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i> | <i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i> | <i>When will this be done?</i> |

Child Safe Standard 1 – Aboriginal cultural safety

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|---|--|--|---|-----|--|---|
| <p>Risk Title: Culturally safe environments</p> <p>Description: There is a risk that the school fails to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and students are respected and valued</p> <p>Risk type: Situational, Organisational</p> | <ul style="list-style-type: none"> • Racism, discrimination and bullying not adequately managed and addressed • Ignorance/lack of awareness • Curriculum that doesn't include Aboriginal Australians • An unwelcoming environment for Aboriginal students • Policy development and review is not consultative | <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 | <ul style="list-style-type: none"> • Our Child Safety Policy outlines the controls in place to establish a culturally safe environment and is implemented • Other documents that address Aboriginal cultural safety include our: <ul style="list-style-type: none"> ○ Action Plan - Aboriginal Learning Wellbeing and Safety ○ Student Wellbeing and | Yes | <p>Use the guide Keeping our Kids Safe: Cultural Safe organisations, to give practical advice on how to implement the National Principles in Aboriginal organisations and communities</p> <p>snaicc.org.au</p> <p>Responsible Person: Student Wellbeing Coordinator/ Child Safety Leader</p> | <p>Due Date: <i>By the end of Term 4 2022</i> Action</p> <p>Review Date: <i>30 October 2022</i></p> |
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| | | <p>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</p> <ul style="list-style-type: none"> • Physical and psychological harm as a result of child abuse | <p>Engagement Policy</p> <ul style="list-style-type: none"> ○ Bullying Prevention Policy ○ Inclusion and Diversity Policy ○ Child Safety Code of Conduct ○ Child Safety Responding and Reporting Obligations Policy and Procedures ○ Child Safe Standards Implementation and Action Tool • Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Wellbeing and Engagement Policy. | | | |

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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 | <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 | <ul style="list-style-type: none"> • Our Child Safety Policy outlines the controls in place to ensure a child safe culture is embedded across the school and is implemented. • Our Child Safety Code of Conduct is adopted and actively enforced by school leadership. Inconsistent staff, contractor or volunteer conduct is swiftly addressed. • Our Child Safety Policy and Code of Conduct are publicly available and promoted in the school community. • This risk register is reviewed annually and after any significant child safety | Yes | <ul style="list-style-type: none"> • Induction of new staff • Staff professional learning sessions prioritised each semester • School Council training and induction each year • Student input [JSC] into the design of a child friendly PLPS poster – supporting students in knowing who to speak to if they have a safety concern <p>Responsible Person: Student Wellbeing Coordinator/ Child Safety Leader</p> | November 5 th 2022 |

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| | <ul style="list-style-type: none"> Poor child safety messaging | <p>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.</p> <ul style="list-style-type: none"> Poor records and record-keeping practice can contribute to delays or failures to identify and respond to child safety risks and incidents and can obstruct survivors seeking information about their time | <p>incident or concern.</p> <ul style="list-style-type: none"> Our Volunteers Policy supports volunteers to understand their obligations on information sharing and recordkeeping. Our Child Safety Induction Pack is distributed to all new staff, Casual Replacement Teachers (CRT) Volunteers and Contractors. 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 | | | |

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| | | <p>at our school. It can also compromise the school's ability to monitor for systemic issues that required changes to policy, procedure or practice.</p> <ul style="list-style-type: none"> Physical and psychological harm as a result of child abuse | <p>and relevant volunteers understand their obligations on information sharing and record keeping through induction, training and support from leadership.</p> | | | |
| 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 | <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 | <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 | Yes | <ul style="list-style-type: none"> JSC and class captains to have input in the design of a child safe poster – identifying an action process if feeling unsafe Use the UN Convention of the rights of the child as a stimulus for conversation Curriculum implementation via RRRR sessions JSC inducted into the Victoria SRC's Student Voice - empower contributions to school life Use of E-Smart program Use of the Bully Stoppers Tool | End of 2022 |

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| | <p>concerns are not taken seriously</p> <ul style="list-style-type: none"> • Students are not offered sexual abuse prevention education • Students are coerced or silenced by adults at the school • Lack of friendship or peer support | <p>about their rights, child safety risks, and sexual abuse prevention will increase the risk of abuse going unidentified and unspoken</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Student Wellbeing and Engagement Policy outlines the controls in place to ensure student wellbeing is supported and prioritised • Students are provided with age-appropriate sexual abuse prevention programs and relevant related information through Resilience, Rights and Respectful Relationships teaching and learning materials • Students are educated about their rights through the Student Wellbeing and Engagement Policy and the school's Statement of Values • Friendship and peer support are | | <p>Responsible Person: Student Wellbeing Coordinator/ Child Safety Leader/SIT</p> | |

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| | | concerns with their peers, making it more likely that abuse will go unidentified and unspoken <ul style="list-style-type: none"> Physical and psychological harm as a result of child abuse | promoted through the teaching and learning materials of Respectful Relationships, school camps, class selections and allocations, lunchtime clubs (E.g. Social Club), buddy program, InSPIRE and the school's therapy dog. | | | |
| Child Safe Standard 4 – Family engagement | | | | | | |
| <p>Risk Title: Families and community involvement</p> <p>Description: There is a risk that families and communities are not informed, and involved in promoting child safety and wellbeing</p> <p>Risk type: Organisational</p> | <ul style="list-style-type: none"> Unwelcoming staff Lack of appreciation of the value of community consultation and engagement The school does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing Lack of staff training, culture or willingness to | <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 | <ul style="list-style-type: none"> Our Child Safety Policy outlines the controls in place to engage families and is implemented All child safety 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 | Yes | <ul style="list-style-type: none"> Continuation of a welcoming environment for new families JSC continue to conduct school tours to relate their experience of the school Respectful behaviours in the school policies Use the Child Safety Action list as a reference <p>We should also use Guidance on Family Engagement (CCYP) to ask for feedback and comments from children and their families on our Child Safe Policy.</p> <p>Responsible Person: School Culture Coordinator</p> | <p>Due Date: 30 August 2022 Action</p> <p>Review Date: 30 October 2022</p> |

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| | engage families and communities | Child Safe Standard 1 and 3) <ul style="list-style-type: none"> • 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 | review of child safety and wellbeing policies, procedures and practices through our school website and newsletters | | | |

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| | | being groomed by perpetrators seeking to obtain their trust. <ul style="list-style-type: none"> Physical and psychological harm as a result of child abuse | | | | |
| Child Safe Standard 5 – Equity and diverse needs | | | | | | |
| <p>Risk Title: Diversity and equity</p> <p>Description: There is a risk that equity is not effectively upheld, and diverse needs are not respected in policy and practice</p> <p>Risk type: Vulnerability</p> | <ul style="list-style-type: none"> Diverse cohorts have not been identified for targeted support (such as students with disability, students who identify as lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+), students in out of home care, international students and students who are culturally and linguistically diverse) Diverse cohorts not supported adequately | <ul style="list-style-type: none"> Diverse cohorts who do not feel safe or who are not adequately supported for their diverse and specific needs are more at risk of abuse and harm and will be less able or willing to report concerns. Experiencing discrimination can increase a child's vulnerability to abuse and harm and can also mean they | <ul style="list-style-type: none"> Our Child Safety Policy outlines the controls in place to support equity and diverse needs and is implemented Student Wellbeing and Engagement Policy outlines how the school pays particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at | Yes | <ul style="list-style-type: none"> Roles and Responsibilities – Marrung Coordinator to link with families Include Child Safety information in transition packs <p>Responsible Person: Enrolment Coordinator/Transition Coordinator</p> | End of 2022 |

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| | <ul style="list-style-type: none"> • Diverse cohorts feel unwelcome • Lack of staff training on diversity and supporting and responding to vulnerable students • Lack of respectful culture • Incidents of discrimination or humiliation are not effectively addressed and managed | <p>are less likely to ask for help or speak up if they have a concern</p> <ul style="list-style-type: none"> • Physical and psychological harm as a result of child abuse | <p>home, international students, and lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+) students</p> <ul style="list-style-type: none"> • Child safety information, support and complaints processes are culturally safe, accessible and easy to understand • Other documents that address diversity and equity include: <ul style="list-style-type: none"> ○ Bullying Prevention Policy ○ Inclusion and Diversity Policy • Implement: <ul style="list-style-type: none"> ○ Resilience, Rights and Respectful Relationships and Building | | | |

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| | | | Respectful Relationships teaching and learning materials <ul style="list-style-type: none"> o Respectful Relationships whole school approach | | | |
| Child Safe Standard 6 – Suitable staff and volunteers | | | | | | |
| <p>Risk Title: Suitable staff (including contractors engaged by the school in child-related work)</p> <p>Description: There is a risk that staff are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice</p> <p>Risk type: Organisational, Propensity</p> | <ul style="list-style-type: none"> • Poor recruitment and pre-employment screening processes • Provision of false information during recruitment • Poor management of conflicts of interest • Insufficient induction on commencement of working at school • Inappropriate behaviour by other adults is not called out due to lack of empowerment or awareness of | <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 Policy outlines the controls in place: <ul style="list-style-type: none"> o for child safe recruitment and screening practices for staff. o to ensure staff are provided with an appropriate induction in the school's child safety policies and practices. o to ensure ongoing supervision and management of | Yes | <ul style="list-style-type: none"> • Ensure employment advertisements have a clear Child Safety and Wellbeing statement • Debrief with staff if a child safe incident has occurred <p>Responsible Person: HR Manager/Principal</p> | End of 2022 |

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| | behaviours of concern <ul style="list-style-type: none"> • Insufficient promotion of the school's commitment to child safety • Lack of child safety culture • Insufficient supervision • Performance management does not focus on or address concerns relating to child safety and wellbeing | identified resulting in increased risk of child abuse <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 | staff is focused on child safety and wellbeing <ul style="list-style-type: none"> • All actions and strategies outlined in our Child Safety Policy are implemented | | | |

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| | | <p>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.</p> <ul style="list-style-type: none"> • 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 | | | | |

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| | | result of child abuse | | | | |
| <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 | <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 to [e.g. volunteers who will be attending camps and/or excursions as part of the staff, volunteers who will be engaging closely with students where staff supervision may not always be present, volunteers who are not parents/carers of students] will be | Yes | <ul style="list-style-type: none"> • Ensure all volunteers are inducted and understand the Child Safe Standards and their obligations <p>Responsible Person: Admin Staff</p> | End of 2022 |

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| | | <p>and supporting child safety resulting in increased risk of harm.</p> <ul style="list-style-type: none"> • 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) | <p>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.</p> <ul style="list-style-type: none"> • 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 policies and practices will be addressed by school staff swiftly | | | |

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| | | <ul style="list-style-type: none"> Physical and psychological harm as a result of child abuse | and with a focus on child safety and wellbeing. <ul style="list-style-type: none"> A copy of the Child Safety Induction pack to be provided to all volunteers | | | |
| 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 | <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 | <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 | Yes | <ul style="list-style-type: none"> Ensure the complaints policy is readily available Meet with complainant within 24 hours of complaint being lodged. Students to have knowledge of the process by which they can raise a concern Utilise the Protect 4 Critical Actions <p>Responsible Person: Student Wellbeing Coordinator/ Child Safety Leader/JSC Leader</p> | |

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| <i>Provide a risk title and short description.</i> | <i>Describe the causes of the child safety risk.</i> | <i>Describe the consequences for children if the child safety risk happens</i> | <i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> | <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i> | <i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i> | <i>When will this be done?</i> |
| | <ul style="list-style-type: none"> • Student, parent and carer concerns/complaints are not taken seriously • Inadequate response to complaints or concerns relating to child abuse | <p>feel they will not be taken seriously or if they do not feel safe to report</p> <ul style="list-style-type: none"> • 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"> • 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 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 | | | |

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| | | | 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 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:</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 | <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 | <ul style="list-style-type: none"> • Our Child Safety Policy outlines the controls in place to ensure school council and school staff receive appropriate annual guidance and training on child safety and is implemented • Our Volunteers policy provides information on | Yes | <ul style="list-style-type: none"> • Volunteers to be aware of the PLPS Volunteer policy – policy available online and brought to the attention of all volunteers upon presentation of their WWCC <p>Responsible Person: Communications Coordinator</p> | End of 2022 |

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| <i>Provide a risk title and short description.</i> | <i>Describe the causes of the child safety risk.</i> | <i>Describe the consequences for children if the child safety risk happens</i> | <i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> | <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i> | <i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i> | <i>When will this be done?</i> |
| Organisational | <p>safety training that is appropriate to the nature of their role</p> <ul style="list-style-type: none"> • Training does not cover all necessary topics • Training is poorly facilitated <p>Also refer to Child Safe Standard 6 risks above</p> | <p>of child safety incidents to relevant staff and authorities</p> <ul style="list-style-type: none"> • Insufficient understanding about the school's child safety 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 | <p>training for volunteers.</p> <ul style="list-style-type: none"> • Volunteers that are engaged to [e.g. volunteers who will be attending camps and/or excursions as part of the staff, volunteers who will be engaging closely with students where staff supervision may not always be present, volunteers who are not parents/carers of students] are provided with child safety training that is appropriate to the activity and the volunteer's role. | | | |

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| 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"> • 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 the back of the oval • Child safety 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 | Yes | <ul style="list-style-type: none"> • Yard Duty Policy updated and available for all community member <p>Responsible Person: Communications Coordinator</p> | End of 2022 |

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| <i>Provide a risk title and short description.</i> | <i>Describe the causes of the child safety risk.</i> | <i>Describe the consequences for children if the child safety risk happens</i> | <i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> | <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i> | <i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i> | <i>When will this be done?</i> |
| | | | <p>child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety Policy and Child Safety Code of Conduct</p> <ul style="list-style-type: none"> • students advised that the back of the oval is out of bounds as the area cannot be supervised • Students are regularly reminded at assembly the areas that are out of bounds in the school during lunch and recess • garden sheds and store cupboards are locked unless in use, with controlled access to keys • school grounds are well lit for after school activities | | | |

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| <i>Provide a risk title and short description.</i> | <i>Describe the causes of the child safety risk.</i> | <i>Describe the consequences for children if the child safety risk happens</i> | <i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> | <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i> | <i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i> | <i>When will this be done?</i> |
| | | | <ul style="list-style-type: none"> • students are required to go to the bathroom with another student during class time • toilets and changing rooms are located in a central area of the school and the entrance and exit has good visibility from other areas of the school | | | |
| <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. | <ul style="list-style-type: none"> • Digital Learning Policy outlines the controls in place for online conduct and online safety and is implemented • Acceptable Use Agreements are in place and enforced • Child safety policies, procedures and practices are in place to enable staff and volunteers to identify and | Yes | <ul style="list-style-type: none"> • E-Smart utilised in the school • Responsible use agreements signed by all students and parents <p>Responsible Person: Enrolment Officer</p> | End of 2022 |

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| <i>Provide a risk title and short description.</i> | <i>Describe the causes of the child safety risk.</i> | <i>Describe the consequences for children if the child safety risk happens</i> | <i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> | <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i> | <i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i> | <i>When will this be done?</i> |
| | | <ul style="list-style-type: none"> Physical and psychological harm as a result of child abuse | mitigate risks in the online school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety Policy and Child Safety Code of Conduct | | | |
| <p>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> | <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. | <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 NDIS Funded Therapy in Schools Procurement | Yes | <ul style="list-style-type: none"> Risk Management taken into consideration by Learning Leaders | |

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| <i>Provide a risk title and short description.</i> | <i>Describe the causes of the child safety risk.</i> | <i>Describe the consequences for children if the child safety risk happens</i> | <i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> | <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i> | <i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i> | <i>When will this be done?</i> |
| Risk type: Situational, Organisational, Propensity, Vulnerability | | <ul style="list-style-type: none"> Physical and psychological harm as a result of child abuse | <ul style="list-style-type: none"> 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: [football clinics on or off-site, sport coaching sessions] | | | |
| Child Safe Standard 10 – Review of child safety practices | | | | | | |
| 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 | <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 | <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 | <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 | Yes | <ul style="list-style-type: none"> Revisit Child safety practices each term Responsible Person: School Improvement Team/School Council Policies Subcommittee | End of 2022 |

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| <i>Provide a risk title and short description.</i> | <i>Describe the causes of the child safety risk.</i> | <i>Describe the consequences for children if the child safety risk happens</i> | <i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> | <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i> | <i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i> | <i>When will this be done?</i> |
| | <p>possible improvements to child safety policies, procedures and practices</p> <ul style="list-style-type: none"> • Failure to inform families and communities of the outcome of reviews of child safety policies, procedures and practices | <p>students from child abuse and to respond appropriately to complaints and concerns.</p> <ul style="list-style-type: none"> • 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, | <ul style="list-style-type: none"> • A working group (School Council Policy Sub Committee) established to review child safety policies and procedures • We determine the causes of child safety incidents and monitor for repeat issues or systemic failures, updating any child safety policy, procedure or practice where gaps or improvements are identified • We have a log of complaints and concerns to allow us to monitor areas for improvement in our child safety policies, procedures and practices. • We inform families through our | | | |

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| <i>Provide a risk title and short description.</i> | <i>Describe the causes of the child safety risk.</i> | <i>Describe the consequences for children if the child safety risk happens</i> | <i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> | <i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i> | <i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i> | <i>When will this be done?</i> |
| | | reducing the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. <ul style="list-style-type: none"> Physical and psychological harm as a result of child abuse | school's newsletter when child safety policies are being reviewed and ensure they are invited to provide feedback <ul style="list-style-type: none"> Action any updates to policies when emailed by the Department and communicate the updates to staff, parents and the school community | | | |

Child Safe Standard 11 – Implementation of child safety practices

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|---|---|---|--|-----|--|--------------------|
| <p>Risk Title: Policies and procedures</p> <p>Description: There is a risk that policies and procedures do not effectively document how the organisation is safe for children and students and are not effectively implemented by staff and volunteers.</p> <p>Risk type: Organisational</p> | <ul style="list-style-type: none"> The policies and procedures do not address all actions and measures required under the Child Safe Standards The policies and procedures are not informed by best practice models and family and community engagement | <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 | <ul style="list-style-type: none"> Our suite of child safety policies and procedures address all aspects of the Child Safe Standards Our staff and relevant volunteers are inducted and trained on our child safety policies, procedures and | Yes | <ul style="list-style-type: none"> Revisit Child safety practices each term Responsible Person: School Improvement Team/School Council Policies Subcommittee | End of term 4 2022 |
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| | <ul style="list-style-type: none"> • 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 | <p>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</p> <ul style="list-style-type: none"> • If child safety policies and procedures are not informed by best practice or family and community engagement it may result in compromised ability to protect children from child abuse. • Failure to induct, train and support | <p>practices and are supported to implement them</p> <ul style="list-style-type: none"> • Our school leaders champion and model our child safety policies, procedures and address any performance concerns relating to staff conduct or implementation • Our Child Safety Champion regularly reviews PROTECT guidance and other relevant policies to ensure our own local child safety policies, procedures and practices are informed by best practice and updated where required. | | | |

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| | | <p>staff and relevant volunteers on implementation of child safety policies and procedures increases the risk of child abuse</p> <ul style="list-style-type: none"> • Physical and psychological harm as a result of child abuse | | | | |