

Child Safe Standards Risk Register

Further guidance for completing this template is available on [PROTECT](#).

School name:	Patterson Lakes Primary School	Responsible staff member:	Assistant Principal
Date endorsed:	8.9.2026	Endorsed by:	Principal & School Council
Next review date:	8.9.2027	File location:	School Website/OneDrive

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						
Risk Title: Culturally safe environments Description: There is a risk to Aboriginal children's safety if the school fails to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and students are respected and valued Risk type: Situational, Organisational	- Racism, discrimination and bullying not adequately managed and addressed - Ignorance/lack of awareness - Curriculum that doesn't include Aboriginal Australians - An unwelcoming environment for Aboriginal children - Policy development and review is not consultative	- Aboriginal children experience physical and psychological harm or abuse because the environment is not culturally safe - Aboriginal children are less likely to trust school staff which may result in them being less likely to report harm or abuse by adults or peers, and make them more vulnerable to harm - Aboriginal children do not feel welcome, safe, respected or valued for their diverse and unique identities which may result in them being less likely to report harm or abuse by adults or peers and make them more vulnerable to harm	- Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented - Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy, Inclusive Workplaces and the Student Wellbeing and Engagement Policy - The school maintains culturally respectful displays, resources, books and learning materials that represent Aboriginal cultures accurately and positively - The school monitors student wellbeing, behaviour and engagement data to identify any concerns relating to racism, discrimination, exclusion or cultural safety - Cultural safety is considered when developing Individual Education Plans, Student Support Group plans, behaviour support plans and wellbeing plans for Aboriginal students - School events and cultural activities are planned in accordance with appropriate Aboriginal cultural protocols, including appropriate use of Acknowledgement of Country and Welcome to Country.	Yes	- The school will consult with Aboriginal students and families, when developing or reviewing approaches to cultural safety - Staff undertake professional learning in Aboriginal cultural awareness, cultural safety, histories and perspectives.	Marrung Leader/Assistant Principal by end of 2027.
Child Safe Standard 2 – School leadership, governance and culture						
Risk Title: Leadership, governance and culture Description: There is a risk to children's safety if child safety and wellbeing is not embedded in the school's leadership, governance and culture Risk type: Organisational, Propensity	- Children's safety is not prioritised - Decision-making power is 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 harm or abuse - Poor recordkeeping and information management practices	- Children experience physical harm or abuse because of leadership, governance and cultural failures - Children are harmed or abused and it remains undetected or without an appropriate response because the school does not have a culture of child safety and reporting of child safety incidents or concerns - Children are harmed or abused because staff and volunteer roles and responsibilities to prevent or report harm or abuse are not clearly communicated. - Harm or abuse continues due to poor practices and understanding of information sharing obligation resulting in staff or volunteers not sharing important information to protect children from harm or abuse or conversely, sharing sensitive information inappropriately contributing to further harm to children.	- 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 Abuse (including grooming) – Identification and Response Policy and Procedures outlines the actions staff must take to report concerns relating to child safety and our leaders ensure staff are aware of and follow these procedures - 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	Yes	Feedback, complaints and incidents are used to identify opportunities to strengthen child safety practices, with actions documented and monitored through completion.	Assistant Principal/Principal Termly

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	Absence of or poor child safety messaging	- Poor records and record-keeping limits the ability of new principals to become aware of previous concerning staff behaviour. - Poor records and record-keeping practices contribute to delays or failures to identify and respond to child safety risks and incidents, causing obstructions to survivors seeking information about their time at the school and compromising the school's ability to monitor for systemic issues that required changes to policy, procedure or practice.	- Our Volunteers Policy supports volunteers to understand their obligations on information sharing and recordkeeping - PROTECT posters and the Four Critical Actions are displayed around the school - Records management obligations are met through adherence to the <u>Records Management Policy</u> and all staff and relevant volunteers understand their obligations on information sharing and record keeping through induction, training and support from leadership - School leadership regularly communicates the importance of child safety and wellbeing through staff meetings, professional learning, newsletters and school communications - All staff, contractors, volunteers and visitors are provided with child safety information during induction and understand their responsibilities for identifying, responding to and reporting concerns. - Refresher training on child safety, mandatory reporting, grooming, reportable conduct and the Four Critical Actions is provided regularly to staff and relevant volunteers. - Students are regularly taught about personal safety, respectful relationships, boundaries and help-seeking, including through the Resilience, Rights and Respectful Relationships (RRRR) curriculum. - The school actively seeks feedback from students about their experience of safety and wellbeing, including through student voice, surveys and wellbeing conversations. - Risk assessments for school activities consider potential child safety risks, including supervision, physical environments, online interactions and interactions with external providers. - Leadership provides appropriate support to staff following child safety concerns or incidents, while maintaining confidentiality and ensuring reporting obligations are met.			
Child Safe Standard 3 – Children are safe, informed and actively participate						
Risk Title: Student empowerment Description: There is a risk to children's safety if students are not empowered about their rights, able to participate in decisions affecting them or are not taken seriously Risk type: Vulnerability	- Children 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	- Children experience harm or abuse due to lack of knowledge and empowerment - Children do not feel supported to participate in decisions that affect them and do not feel like they will be listened to, reducing the likelihood that students will seek help or report harm or abuse - Children are not empowered with information about their rights, child safety risks, and sexual abuse prevention, which increases the risk of harm or abuse going unidentified and unspoken - Children do not feel confident or empowered to raise a concern and are unwilling to report harm or abuse	- Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented - Our Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students - Our 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	Yes	- Students are supported to identify trusted adults within the school and are explicitly taught how and where they can seek help if they feel unsafe or have a concern - Staff are supported to recognise and respond to different forms of student communication, including verbal and non-verbal communication, behaviour, body language, drawings, play and communication devices.	All teaching staff by Term 1, 2027 Assistant Principal by Term 4, 2026

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	- Students are coerced or silenced by adults at the school - Lack of friendship or peer support - Students with disability, including students with language or communication delays, may have trouble understanding sexual abuse prevention education, recognising unsafe situations, communicating concerns or accessing standard reporting and help-seeking pathways.	- Children experience increased vulnerability to harm or abuse due to a lack of friendship or peer support - Children don't feel confident to discuss safety concerns with their peers, making it more likely that harm or abuse will go unidentified and unspoken	- Students with disability and/or communication or language delays are provided with reasonable adjustments to ensure they can understand safety information, express concerns and access complaints and reporting processes. - The school regularly monitors student wellbeing and engagement data and student feedback to identify barriers to students feeling safe, informed and empowered to participate. - Student leadership opportunities are provided enabling students to have an active voice in the school community. - Students are educated about their rights through the school-wide Positive Behaviour Support (SWPBS) framework, including explicit teaching of the school's expected behaviours and students' rights to feel safe, respected and supported. - Friendship and peer support are promoted through Tier 1 programs, including the Buddies Program, Play Leaders Program and lunchtime clubs.			
Child Safe Standard 4 – Family engagement						
Risk Title: Families and community involvement Description: There is a risk to children's safety if their families and communities are not informed or 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 contribute to policies and decisions relating to child safety and wellbeing - Lack of staff training, cultural sensitivity or willingness to engage families and communities	- Children experience harm or abuse due to an issue that may have been resolved if families and communities were engaged in child safety - Children do not feel safe or able to actively participate in school life (see Child Safe Standard 1 and 3) because child safety and wellbeing practices were developed without input from families, resulting in practices that do not cover all the diverse needs of all students - Children are not protected because families and communities are not engaged in child safety at the school and less likely to be able to support the school to reduce risk by keeping an eye out for unsafe behaviours and raising concerns - Children are at increased risk of harm or abuse because families cannot help students identify harm or abuse - Children who want to make a complaint are not supported by their families - Children may be more vulnerable to harm or abuse due to children and their families being groomed by perpetrators seeking to obtain their trust, and families being unaware of the signs of grooming, harm or abuse	- 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 the school website and newsletters - The school communicates regularly with families about child safety and wellbeing initiatives, including relevant policies, procedures, programs and school-wide strategies - Families are encouraged to participate in Student Support Group (SSG) meetings and contribute to decisions about their child's learning, wellbeing, safety and support needs - The school provides families with regular opportunities to provide feedback about child safety and wellbeing, including through surveys, meetings and other communication channels.	Yes		
Child Safe Standard 5 – Equity and diverse needs						
Risk Title: Diversity and equity Description: There is a risk to children from diverse cohorts and their safety, if equity is not effectively	Diverse cohorts have not been identified for targeted support (such as students with disability, students who identify as lesbian, gay, bisexual, trans and gender diverse, intersex, queer and asexual (LGBTIQA+), students in out of home	- Children from diverse cohorts are more vulnerable to harm or abuse because their needs are not respected or accommodated - Children from diverse cohorts do not feel safe, or are not adequately supported for their diverse and specific needs, experience greater risk of	- Our Child Safety and Wellbeing Policy outlines the controls in place to support equity and diverse needs and is implemented - Our Student Wellbeing and Engagement Policy outlines how the school pays particular attention to the needs of students with disability, students	Yes		

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upheld and diverse needs are not respected in policy and practice Risk type: Vulnerability	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	harm or abuse and harm and will be less able or willing to report their concerns • Children experience discrimination which increases a child's vulnerability to harm or abuse and harm and can also mean they are less likely to ask for help or speak up if they have a concern	from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and lesbian, gay, bisexual, trans and gender diverse, intersex, queer and asexual (LGBTIQ+) students • Child safety information, support and complaints processes are culturally safe, accessible and easy to understand • Our Bullying Prevention Policy outlines the controls in place to prevent and respond to bullying, discrimination and behaviours that may impact student safety, wellbeing and inclusion and is implemented. • The school implements the Resilience, Rights and Respectful Relationships (RRRR) and Building Respectful Relationships teaching and learning materials to support students to develop respectful, inclusive and safe relationships. • The school implements a Respectful Relationships whole-school approach to promote respect, equity, inclusion and positive relationships across the school community. • The school provides reasonable adjustments and additional support to ensure students with diverse needs can safely participate in all aspects of school life. • Individual Education Plans (IEPs), Student Support Group (SSG) processes, safety plans and Behaviour Support Plans consider the individual safety, wellbeing and participation needs of students. • The school provides targeted wellbeing and learning supports (MTSS) for students who require additional assistance to engage safely and successfully at school. • The school works collaboratively with families, carers, relevant professionals and SSS to understand and respond to individual student needs. • The school takes proactive steps to identify and address discrimination, racism, bullying, exclusion and other behaviours that may impact a student's sense of safety, belonging or participation.			
Child Safe Standard 6 – Suitable staff and volunteers						
Risk Title: Suitable staff (including contractors engaged by the school in child-related work) Description: There is a risk to children's safety if staff are not suitable to work with children or effectively supported to uphold child	• 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	• Children experience harm or abuse due to unsuitable staff being appointed at the school • Children are harmed because the school does not sufficiently promote its commitment to child safety during recruitment processes, which fails to deter potential predators from seeking employment • Children are harmed because during recruitment, history and behaviours of concern	• Our Child Safety and Wellbeing Policy outlines the controls in place: ○ for child safe recruitment and screening practices for staff. ○ to ensure staff and the school council 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	Yes	• Provide regular child safety briefings and reminders to staff and volunteers throughout the year, including information about professional boundaries and reporting responsibilities • Appoint additional Child Safety Champions to support child safety induction, training and ongoing awareness across the school. • Ensure volunteers and contractors engaged in child-related work receive role-appropriate	Assistant Principal/Principal termly Assistant Principal Term 1, 2027

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safety and wellbeing in practice Risk type: Organisational, Propensity	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	relating to suitability to work with children are not identified • Children are harmed because conflicts of interests in recruiting staff means child safety is not responded to in an objective manner • Children are harmed because staff are not provided with sufficient child safety induction and ongoing child safety training which means staff fail to identify child safety risks and signs of harm, and are unable to respond and report appropriately when they form a reasonable belief that harm has occurred • Children are harmed because the school provides insufficient supervision of teaching practice and performance management for existing staff • Children are harmed because the school takes inadequate steps to address concerning staff behaviour • Children are harmed because staff do not understand their role and responsibilities in promoting and supporting child safety	• All actions and strategies outlined in our Child Safety and Wellbeing Policy are implemented • Staff are required to complete mandatory child safety and wellbeing training and relevant refresher training • The school maintains clear processes for responding to concerns or allegations about the conduct of staff, volunteers or contractors, including appropriate reporting and escalation pathways. • The school maintains appropriate records of staff recruitment, screening, induction, training and child safety-related matters. • Working with Children Checks and other required staff screening and suitability checks are monitored and maintained as required.		child safety information and understand their responsibilities before commencing.	Principal/Assistant Principal-At point of need
Risk Title: Suitable Volunteers Description: There is a risk to children's safety if volunteers are not suitable to work with children or effectively supported to uphold child safety and wellbeing 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	• Children experience harm or abuse due to unsuitable volunteers being appointed at the school • Children are harmed because the school does not sufficiently promote its commitment to child safety, which fails to deter potential predators from volunteering at the school • Children are harmed because volunteers are not provided with sufficient child safety induction which means staff fail to identify child safety risks and signs of harm, and are unable to respond and report appropriately when they form a reasonable belief that harm has occurred • Children are harmed because volunteers receive insufficient supervision • Children are harmed because the school takes inadequate steps to address concerning behaviour (for example removing volunteer from duties or otherwise ensuring the volunteer does not demonstrate further behaviours of concern)	• 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 by the school may be required to undertake additional screening, as determined by the Principal, based on the nature and level of their access to students. This may include providing proof of identity and references addressing their suitability to work with children. • Volunteers that are working with children or that may have access to students in unsupervised or high-risk settings will always be supervised by a member of school staff • Volunteer behaviour that is inconsistent with the school's child safety and wellbeing policies and practices will be addressed by school staff swiftly and with a focus on child safety and wellbeing.	Yes		
Child Safe Standard 7 – Complaints processes						
Risk Title: Complaints processes Description: There is a risk to children's safety if processes for complaints and concerns: - are not designed to be child focused and cannot be readily accessed, understood and used by children and the school community;	• The complaints process is not publicly available • Complaints processes are not written in simple plain English • Children, parents and carers do not trust the process, or find the complaints process culturally unsafe or incompatible with their culture or religious practices • Children, parents and carers do not feel supported to make complaints or raise concerns	• Children experience harm or abuse because complaints processes are not able to be used by children • Children and their families do not report behaviours of concern, harm or abuse because the complaints process is inaccessible, culturally unsafe, incompatible or unable to be understood • Children do not feel safe to report behaviours of concern, harm or abuse • Children experience additional harm because the actions in the complaints process are	• Our 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 • Our Child Abuse (including grooming) – Identification and Response Policy and Procedures outlines the procedures for responding to complaints or concerns relating to harm or abuse • The Complaints Policy and Child Abuse (including grooming) – Identification and	Yes	• Students are regularly informed about how they can raise a complaint or concern, including who they can speak to at school and how they can seek help from trusted adults. • The school reviews complaint data and trends regularly to identify opportunities to improve child safety and wellbeing practices.	Assistant Principal/Classroom teachers-ongoing School Improvement Team-ongoing

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- do not provide clear guidance on responding to complaints and concerns, including reporting to relevant authorities. Risk type: Organisational, Vulnerability	• Children's input in decision making is not valued • Children, parents and carers concerns/complaints are not taken seriously • Staff child safety responding and reporting obligations are not clearly described and communicated • The school's complaints process is not child-friendly or easy to follow	inappropriate or result in insufficient action being taken to protect children • Children experience harm or abuse because safety policies and procedures are not effectively documented or are difficult to understand, resulting in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities • Children are exposed to an increased level of danger due to a person who uses violence in their household (family violence) being made aware of an incident, suspicion or disclosure of harm or abuse being communicated by the school without consideration of safety in the home environment	Response Policy and Procedures are publicly available on the school website • The Complaints Policy and Child Abuse (including grooming) – Identification and Response 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 Conduct and Integrity Division and Legal Division when dealing with complaints and concerns relating to harm or abuse by a member/former member of staff or school council employee or contractor • The school ensures complaints and concerns are responded to promptly and that students are treated respectfully throughout the complaints process • The school considers the individual needs of students when responding to complaints, including age, disability, communication needs, cultural background and other diverse needs • Child-friendly information about complaints is provided to students, using age-appropriate language, visuals and accessible formats where required • Students are explicitly taught through the RRRR curriculum to identify trusted adults at school whom they can approach if they feel unsafe, worried or unhappy about something • Staff are trained to recognise and respond appropriately to disclosures, including understanding their responsibilities when a child raises a complaint or concern about safety or wellbeing • The school maintains appropriate records of complaints and concerns, including actions taken, outcomes and any follow-up required • Where appropriate, wellbeing support is offered to students who have made a complaint or disclosure, regardless of the outcome of the complaint process.			

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Child Safe Standard 8 – Child safety knowledge, skills and awareness						
Risk Title: Knowledge, skills and awareness Description: There is a risk to children's safety if 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	- Children experience harm or abuse due to staff and volunteers being inadequately equipped with the knowledge and skills to prevent harm or abuse or identify and respond to instances of harm or abuse if they occur - Children experience harm because staff and volunteers do not know how to identify child safety risks including inappropriate behaviour and signs of harm - Children experience harm because the school's child safety and wellbeing policies and practices are poorly understood by staff and volunteers - Children are exposed to continued harm due to lack of staff knowledge, skills and awareness to stop harm or abuse from occurring	- 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 who are engaged in activities that require child safety training, as determined by the Principal, including volunteers involved in camps, excursions, sporting activities, school productions or other activities where they may have increased or less supervised contact with students, are provided with child safety training that is appropriate to the activity and the volunteer's role - Staff undertake annual Child Safe Standards training, as well as additional professional learning throughout the year to build their knowledge and skills in child safety and wellbeing, including Family Violence training, SWPBS professional learning and other relevant training identified through school needs, emerging risks and staff roles. - Staff are provided with regular reminders and updates about child safety responsibilities, including mandatory reporting, reportable conduct, responding to disclosures, professional boundaries and information sharing - Staff receive role-specific training where required, including guidance for staff supporting students with disability, personal care needs, toileting, medication and physical assistance - Staff are supported to understand the specific child safety risks relevant to their role and school environment, including risks associated with excursions, camps, sporting activities, specialist programs, online environments and less supervised areas - Staff are encouraged to report and discuss child safety concerns early, with a culture that promotes speaking up and seeking advice rather than managing concerns independently.	Yes	- Child safety is included in staff induction processes, with new staff provided with information about the school's Child Safety and Wellbeing Policy, relevant procedures, reporting obligations and school-specific child safety practices - The school regularly reviews staff understanding of child safety responsibilities, using professional learning, discussions, scenarios or other appropriate methods to identify areas requiring further support	Principal/Assistant Principal-ongoing

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Child Safe Standard 9 – Physical and online environments						
Risk Title: School physical environment Description: There is a risk to children's safety if the school's physical environment is not safe, or if risks in this environment are not managed or eliminated effectively Risk type: Situational	• Areas of child safety risk in the school buildings or grounds are not identified, appropriately supervised or managed. • Building works occurring during school hours. • Publicly accessible sections of the school grounds.	• Children experience harm or abuse because the school physical environment is unsafe • Harm or abuse (either by adults or other students) occurs on school grounds or buildings because the school fails to identify and manage areas of risk in the school's physical environment • Children experience harm on school grounds because the school is built environment does not provide for adequate supervision, line of sight or visibility • Children are groomed, harmed or abused by adults connected to the school because the school environment limits supervision or visibility of staff-student interactions	• 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 areas • 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. This includes our Child Safety and Wellbeing Policy and Child Safety Code of Conduct • Visitor and contractor sign-in processes are in place, and visitors and contractors are required to wear a lanyard while on site. • Staff are regularly reminded to approach unaccompanied visitors at the school and monitor the school perimeter • Entry and exit points at the school are limited, with gates and signage directing all visitors to access the site via the School's Office • Garden sheds and storage cupboards are locked unless in use, with controlled access to keys • Access to isolated, internally lockable, hidden or dark rooms or environments within the school is restricted or prevented • School grounds are well lit for after-school activities • Students are required to use the bathroom with another student during class time. • When works are being completed on school grounds, construction areas are fenced off and there is no interaction between students and building contractors • Community use of school facilities (e.g. the gymnasium) is limited to outside school operational hours. Arrangements for access to school facilities outside school hours are managed by the Principal and approved by School Council	Yes	• Conduct regular child safety risk assessments of the school's physical environment, including identifying secluded, poorly supervised or publicly accessible areas. • Regularly review and update the Yard Duty and Supervision arrangements to ensure identified high-risk areas are appropriately monitored. • Review physical security and access arrangements when building works or changes to the school environment occur, including ensuring temporary fencing and restricted areas remain secure.	Principal/School Leadership team-ongoing Principal/Assistant Principal-Term 1, 2027 Principal-at point of need
Risk Title: Online environment Description: There is a risk to children's safety if the school's online environment is not safe, or if risks in this environment are not	• 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	• Children experience harm or abuse because the school's online environment is unsafe • Children experience harm if policies, procedures and practices fail to identify and manage areas of risk in the school's online environment • Children are groomed online • Children are harmed or abused as a result of undetected grooming	• The Department's Digital Learning Policy outlines the controls in place for online conduct and online safety and is implemented across the school • Acceptable Use Agreements are in place and are communicated to students, with expectations for appropriate and safe use of digital technologies reinforced throughout the school year	Yes	• Continue to strengthen online safety education through the curriculum, including explicit teaching about online risks, respectful online behaviour, privacy, cyberbullying and how students can seek help. • Online safety incidents and concerns are recorded, monitored and reviewed to identify patterns or emerging risks and inform future	Assistant Principal/Teachers-ongoing

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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>
managed or eliminated effectively Risk type: Situational	Online communication channels between adults working in the school and students are not monitored or have insufficient safeguards to prevent inappropriate one to one communication	Children are harmed by other students as a result of the school environment not providing for adequate boundaries, supervision and oversight of online school activities	- 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. This includes our Child Safety and Wellbeing Policy and Child Safety Code of Conduct - Staff undertake privacy impact assessments for apps and other digital platforms used by the school, including consideration of the risk of external parties accessing students or personal information - The school complies with the Department's Digital Technologies – Responsible Use Policy and Digital Learning Policy - Staff are reminded that communication with students must occur through school-approved communication platforms, such as Compass and school email, which provide appropriate oversight and monitoring - Staff are not permitted to communicate with students through personal social media accounts or personal messaging platforms - Students receive explicit teaching about online safety and responsible digital citizenship, including respectful online behaviour, privacy, cyberbullying, online communication and how to report concerns or seek help - Online safety and responsible use expectations are reinforced through the RRRR curriculum, including teaching students how to identify unsafe or inappropriate online behaviour and how to seek support from trusted adults - Students are encouraged to report inappropriate, unsafe or concerning online content or interactions to a trusted adult at school - The school provides information and resources to parents/carers to support them in monitoring and managing their child's use of digital devices and online platforms. - Staff respond to online safety concerns in accordance with relevant Department policies and school procedures, including concerns relating to cyberbullying, inappropriate online communication, harmful content or contact from unknown individuals - Access to school digital systems and platforms is managed through appropriate user permissions and security controls, with access limited according to staff and student roles.		education, supervision and prevention strategies Parents/carers are provided with information about online safety, including strategies for supervising their child's use of devices, social media and online platforms at home.	
Risk Title: Off-site school activities and use of third-party providers	School staff fail to identify and manage risks of harm or abuse occurring during off-site school activities	Children experience harm or abuse because the school does not adequately manage safety with third-party providers	Our school complies with relevant policies with respect to the following activities, including policy relating to child safety and wellbeing:	Yes	Where appropriate, the school seeks feedback from students following an activity to identify any child safety concerns or areas for improvement.	School Leadership Team-ongoing

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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>
Description: There is a risk to children's safety if the school's child safety policies, procedures and practices do not adequately address and manage the risk of harm or abuse at school activities off-site and/or school activities involving third party providers. Risk type: Situational, Organisational, Propensity, Vulnerability	- School staff fail to identify and manage risks of harm or abuse by third-party providers engaged by the school - School does not consider child safety during procurement processes - School does not consider child safety during procurement processes	- Children are harmed because 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 - Children experience harm or abuse because they are transported by adults connected with the school in private vehicles without appropriate oversight from school leadership	- Government schools – [update the following list of DE policies to include those that are relevant to your school's activities. Note that the first two policies (Excursions and Procurement) are relevant to all schools and should be retained] - Excursions - Procurement - School Bus Program - NDIS Funded Therapy in Schools - Work Experience - Structured Workplace Learning - School Based Apprenticeships and Traineeships - School Community Work - For others, see the Policy and Advisory Library - Our school completes an Excursions Risk Register and Emergency Management plan when required under the department's Excursions policy, including for overnight stays, and identifies, records and implements the controls in place to reduce the risk of students being harmed by child safety incidents occurring on the excursion. - For off-site school activities and school activities engaging a third-party provider, we identify and assess the risks of harm or abuse that are specific to that activity and ensure appropriate controls are in place. This includes activities such as football or basketball clinics on or off-site. - Students are provided with information about expected behaviours, safety arrangements and who they can speak to if they feel unsafe or have a concern - Appropriate adjustments and additional supervision are planned for students with disability or other individual support needs. Procurement and third parties: - We require contractors to provide their Working with Children Clearance upon entry to the school. - We provide contractors with a copy of the Child Safety Code of Conduct and Child Safety and Wellbeing Policy - All third-party providers are required to enter into agreements with the school that include appropriate child safety obligations - School staff maintain responsibility for student supervision during activities delivered by external providers - The school records relevant details of third-party providers, including the nature of the activity, provider contact details and child safety requirements.			

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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>
			Work experience and structured workplace learning - The Department's Work Experience Policy must be adhered to for each Workplace Learning Option prior, during, and following the period of Work Placement. - Information provided to employer about the Child Safe Standards and acceptable and unacceptable behaviours in dealing with students, including the Fact Sheet for Employers: Child Safe Standards and Workplace Learning - Employer provided with a copy of the school's Child Safety Policy and Code of Conduct - Work Experience Coordinator is available as a contact person for the student for the period of the arrangement - Our students have the Work Experience Coordinator's contact details to report any incidents - Work Experience Coordinator visits or contacts new employers prior to work experience to ensure that an appropriate program is organised for the student - We keep a database of information about work experience placements, including any issues regarding employers.			
Child Safe Standard 10 – Review of child safety practices						
Risk Title: Review and improvement Description: There is a risk to children's safety if 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	- Children are harmed because safety policy, procedures and practices are out of date with any new laws or guidance on good child safety practice - Children are harmed because child safety policy, procedures and practices no longer meet the needs of the local school community - Children are harmed because 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 harm or abuse and to respond appropriately to complaints and concerns	- 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 - We determine the causes of child safety incidents and monitor for repeat issues or systemic failures, updating any child safety policy, procedure or practice where gaps or improvements are identified - We have a log of complaints and concerns to allow us to monitor areas for improvement in our child safety policies, procedures and practices. - We inform families through our school's newsletter when child safety and wellbeing policies are being reviewed and ensure they are invited to provide feedback - Child Safety is a standing agenda item in staff and school leadership meetings.	Yes	- A working group (led by the child safety champion) is established to review child safety policies and procedures - The school regularly reviews child safety incident, complaint and concern data to identify trends, recurring issues and emerging risks. - Staff are provided with opportunities to reflect on the effectiveness of child safety practices and identify areas for improvement through staff meetings, professional learning and consultation - Child safety practices are reviewed as part of relevant school planning and improvement processes, ensuring child safety remains embedded in the school's broader approach to continuous improvement.	Assistant Principal-ongoing Leadership team-ongoing

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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>
Child Safe Standard 11 – Implementation of child safety practices						
Risk Title: Policies and procedures Description: There is a risk that policies and procedures do not effectively document how the organisation is safe for children and students and are not effectively implemented by staff and volunteers. Risk type: Organisational	• Policies and procedures are developed, but not implemented by school staff • Policies and procedures do not address all actions and measures required under the Child Safe Standards • 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 • Policies and procedures are not realistic or feasible • Policies and procedures are unsuitable and may cause additional harm or danger to children	• Children experience harm or abuse because child safety policies and procedures are not implemented effectively or at all • Children will experience harm because child safety policies and procedures fail to address all aspects of the Child Safe Standards, result in gaps in protection of children and increased risk of harm or abuse • Children are exposed to inappropriate behaviour, groomed, harmed or abused because the school failed to induct, train and support staff and relevant volunteers to implement child safety policies and procedures properly • 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 harm or abuse • If child safety policies and procedures are not informed by best practice or family and community engagement it may compromise the school's ability to protect children from harm or abuse.	• Our suite of child safety and wellbeing policies and procedures address all aspects of the Child Safe Standards • Our staff and relevant volunteers are inducted and trained on our child safety and wellbeing policies, procedures and practices and are supported to implement them • Our school leaders champion and model our child safety policies, procedures and practices and address any performance concerns relating to staff conduct or implementation • Our Child Safety Champion regularly reviews <u>PROTECT</u> 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. • Staff are provided with opportunities to seek clarification, advice and support when implementing child safety policies, procedures and practices. • Child safety practices are embedded into everyday school operations, including planning, supervision, excursions, student support and wellbeing processes • Child safety expectations are incorporated into relevant staff meetings, professional learning and school planning processes to support consistent implementation across the school.	Yes		

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