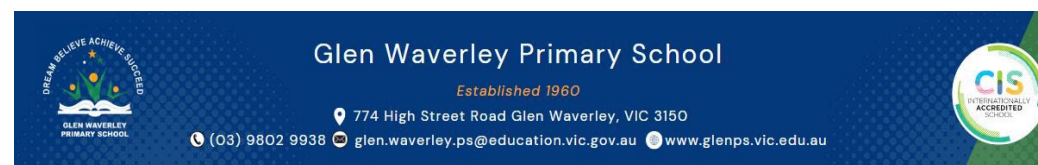


Child Safe Standards Risk Register



School name:	Glen Waverley Primary School
Date endorsed:	August 2026
Next review date:	August 2027

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
Provide a risk title and short description.	Describe the causes of the child safety risk.	Describe the consequences for children if the child safety risk happens	Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk Sample content is provided below	Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?	If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?	When will this be done?
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 - Performance management does not focus on or address concerns relating to child safety and wellbeing - Natural trust of long term employees (who may have developed issues over time) - Stress e.g. gambling, addiction, self esteem - Mental health issues - Domestic issues e.g. relationship break ups, domestic violence - Peer pressure	- 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 identifies which may result in them being less likely to report harm or abuse by adults or peers and make them more vulnerable to harm - Child safety incident occurs - Physical or psychological injury - Stress for all personnel involved - Litigation / adverse court ruling - Reputation damage for school - Reputation damage for DET	- Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented - Student Wellbeing and Engagement Policy - Bullying Prevention Policy - Inclusion and Diversity Policy - Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Wellbeing and Engagement Policy. - Implement child safety risk management strategy (Child Safety Standard 6, requirement 1, page2) - Adopt and apply risk management procedures to identify, assess, evaluate, treat, monitor, review and report child safety risks (Child Safety Standard 6, requirements 2, 3 & 4, pages 3, 4 & 5) Child safety policy and statement of commitment. - Child safety code of conduct. - Adopt practices as outlined in the VRQA Strategies to embed an organisational culture of child safety - Utilise the practices as outlined in the DHHS Good leadership and governance in child safe organisations - Implement human resources practices for child safe organisations - Child Safety leaders in each Year Level and School Council - Child safety a standard discussion item on School Leadership Team meetings, all staff meetings and School Council. - Staff, volunteers, visitors and contractors' induction regarding the school's current child safety standards and practices.	Yes/No	- Create a Reconciliation Action Plan - Use the Marrung Aboriginal Education Plan 2016–2026 to guide the school's support for Aboriginal self-determination. - Work with the local Aboriginal community to build staff, volunteer and student knowledge and respect for Aboriginal culture and to promote cultural inclusion. - Marrung Lead - Principal	2026 completed Ongoing 2027

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effectively upheld and diverse needs are not respected in policy and practice Risk type: Vulnerability	out of home care, international students and students who are culturally and linguistically diverse) - Diverse cohorts not supported adequately - Diverse cohorts feel unwelcome - Lack of staff training on diversity and supporting and responding to vulnerable students - Lack of respectful culture - Incidents of discrimination or humiliation are not effectively addressed and managed	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	students who are unable to live at home, international students, and lesbian, gay, bisexual, trans and gender diverse, intersex, queer and asexual (LGBTIQA+) students - Child safety information, support and complaints processes are culturally safe, accessible and easy to understand - Bullying Prevention Policy - Inclusion and Diversity Policy - Our school implements: The Resilience Project Wellbeing whole school approach The Stand-Up Project - Cyber Safety Project		- Generate an authentic culture of openness and listening, so children feel safe to share issues that they are facing. - Implement Risk Assessments for students with disabilities, to ensure planning for camps and excursions addresses child safety. - Principal / Assistant Principal	Ongoing Ongoing
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 safety and wellbeing in practice Risk type: Organisational, Propensity	- Poor recruitment and pre-employment screening processes - Provision of false information during recruitment - Poor management of conflicts of interest - Insufficient induction on commencement of working at school - Inappropriate behaviour by other adults is not called out due to lack of empowerment or awareness of behaviours of concern - Insufficient promotion of the school's commitment to child safety - Lack of child safety culture - Insufficient supervision	- 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 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	- Follow Recruitment practices for child safe organisations. - Visitor and contractor sign-in process, perimeter control (SPAG – Visitors in Schools), which includes the requirement for volunteers and contractors to have a valid Working With Children's Check. - All contractors supervised whilst on school grounds. - Signage at school office clearly directing visitors to reception. - Adopt child safety risk management strategies as appropriate. - Our Child Safety and Wellbeing Policy outlines the controls in place: - for child safe recruitment and screening practices for staff. - to ensure staff are provided with an appropriate induction in the school's child safety policies and practices. - to ensure ongoing supervision and management of staff is focused on child safety and wellbeing - All actions and strategies outlined in our Child Safety and Wellbeing Policy are implemented	Yes/No	- Continue to raise topic in staff meetings. - Awareness sessions for students. - Maintain induction processes that addresses the school's: - the Child Safety Code of Conduct - the Child Safety and Wellbeing Policy - procedures for managing complaints and concerns related to child abuse - Principal	Ongoing Ongoing
Risk Title: Suitable Volunteers Description: There is a risk to children's safety if	Screening processes lack sufficient strength to reveal histories and behaviours of concern	- 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	Volunteer Policy outlines the controls in place to ensure volunteers are suitable to work with children including screening, induction, and ongoing management and supervision	Yes/No	Conduct a risk assessment (refer to Standard 9) to determine what level of ongoing supervision and management is necessary, considering the physical layout of your school, any concerns that may	

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volunteers are not suitable to work with children or effectively supported to uphold child safety and wellbeing in practice Risk type: Organisational, Propensity	• 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	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)	• Volunteers engaged in activities where they will be engaging closely with where staff supervision may not always be present, volunteers who are not parents/carers of students will be asked to undertake additional screening processes including proof of identity (where this has not already been established), and references addressing suitability for working with children. • Volunteers that are working with children or that may have access to students in unsupervised or high-risk settings will always be supervised by a member of school staff • 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. • Procedures in place so all staff know when volunteer has been screened.		have been raised previously and other relevant risk factors • Principal	
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; - do not provide clear guidance on responding to complaints and concerns, including reporting to relevant authorities. Risk type: Organisational, Vulnerability	• 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'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	• 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 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	• 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 Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to harm or abuse • The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are publicly available on the school website • The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff • Our Child Safety and Wellbeing Policy sets out all recordkeeping, privacy and information sharing obligations that must be met when responding to complaints and concerns. • All complaints and concerns are managed in accordance with employment law obligations and our school seeks advice from Employee Conduct Branch and Legal Division when dealing with complaints and concerns relating to harm or abuse by a member/former member of staff or school council employee or contractor.	Yes/No	• Make sure it is easy for students, families, staff and volunteers to access and understand the complaints process. • Host the school's Complaints Policy on a public-facing website, make physical copies available from the school and include information about how to make a complaint in the school welcome pack. • Name multiple people or positions that students and families can approach to raise concerns. • Child friendly complaints policy in yearly student induction during first two weeks of school. • Principal • Teaching and Learning Leaders	Ongoing Ongoing Ongoing Ongoing
Child Safe Standard 8 – Child safety knowledge, skills and awareness						
Risk Title: Knowledge, skills and awareness	• Child safety and wellbeing training not provided to staff and school council annually	• Children experience harm or abuse due to staff and volunteers being inadequately equipped with the knowledge and skills to	• Our Child Safety and Wellbeing Policy outlines the controls in place to ensure school council and	Yes/No	• Deliver regular child safety briefings for all staff, for example	Ongoing

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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 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 - New staff may not understand the particular risks that can arise for students who require assistance with toileting or changing incontinence pads)	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	school staff receive appropriate annual guidance and training on child safety and is implemented. - Our Volunteers policy provides information on training for volunteers, - Volunteers that are engaged in activities that require child safety training as determined by the principal are provided with child safety training that is appropriate to the activity and the volunteer's role. - DE mandatory reporting training - Yearly child safe training at the start of each year.		through staff meetings, newsletters, year level briefings. - Offer further training appropriate to staff and volunteers' level of involvement in the school community, on topics such as: child safety (including family violence) mandatory reporting responding to student sexual offending human rights and the rights of children diversity and inclusion harassment and bullying cultural safety privacy and information sharing. Offer a range of optional and compulsory education and training activities, including: Staffroom briefings and 'toolbox talks' Professional Learning Communities Peer discussions, scenarios and worked examples Presentations, seminars or webinars Training days - Child Safe leaders - Teaching and Learning Leaders - Principal / Assistant Principal	Ongoing
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. - The school's gymnasium is shared with sports education providers during school hours; - building works are taking place at the school and contractors are present on site during school hours; - Students travelling to off-site events. - School fails to monitor who is on the premises - Lack of student supervision - Lack of appropriate risk management practices in	- 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's 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 such as the oval. - Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the physical school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct - Visitor and contractor sign-in process and requirement that visitors/contractors wear a lanyard	Yes/No	- Promote activities in the school community that connect schools and communities and raise awareness to prevent bullying and violence (e.g. The Stand Up Project, parent and teacher information nights and school curriculum or The Cyber Safety Project Tech Safe Parents webinar series) - Create a respectful, sensitive and safe environment for people who may be experiencing family violence. Schools are required to align to the MARAM framework over time. MARAM responsibility 1 (Family Violence Multi Agency Risk Assessment and Management Framework) requires schools to create a respectful,	Ongoing Ongoing

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	place for recreational or other activities Inappropriate building design		- Regular reminders to staff to approach unaccompanied visitors at the school and monitor the school perimeter - Reduced entry and exit points at the school, with gates and signage that directs all visitors to access the site via the Administration Office - garden sheds and store cupboards are locked unless in use, with controlled access to keys - Access to isolated, internally lockable, hidden or darkrooms or environments at the school is restricted or prevented. - school grounds are well lit for after school activities - students are required to go to the bathroom with another student during class time - toilets and changing rooms are located in a central area of the school and the entrance and exit has good visibility from other areas of the school - When works are being completed on the school grounds, works are fenced off and there is no interaction between students and building contractors - Implement human resources practices for child safe organisations (p.3 supervision) - Organised 'Yard duty' for teachers before, during and after school Staff: student ratios are observed. - Visitor and contractor sign-in process, perimeter control (SPAG – Visitors in Schools). - Child safety standard discussion item on School Leadership Team meetings and all staff meetings. - Adopt child safety risk management strategies as appropriate. - Regular reminders to staff on this risk during School Leadership Team meetings and all staff meetings. - Implementation of The Resilience Project and the Stand-Up Project		sensitive and safe environment that enables a child or young person to feel comfortable to talk about their experiences of family violence and seek support. - Ensure a member of the Principal Class is MARAM trained. - Review and revise yard duty guidelines for staff. - Principal / Assistant Principal	Ongoing 2026
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	- Digital Learning Policy outlines the controls in place for online conduct and online safety and is implemented - 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	Yes/No	- Clearly communicate with parents the school expectation around parental controls on personal devices, through the Acceptable Use Agreement and associated tasks. - Provide ongoing parent education through the Cyber Safety Project Tech Safe Parents Webinar series.	Ongoing Ongoing

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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' - On line child safety issues via media services: - email - Facebook, Instagram, Twitter and other social media - YouTube - mobile phone SMS messages and other mobile messaging media - telephone, Skype and other media for making voice calls - photography and videography - any other electronic media.	- 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 - Psychological injury (stress / bullying) - Stress for staff dealing with incident - Litigation / adverse court ruling - Reputation damage for school - Reputation damage for DET	opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct - Staff undertake a privacy impact assessment for apps and other platforms in use by the school which includes the risk of access to children or personal information by people external to the school. - Our school complies with the department's Cybersafety and Responsible Use of Digital Technologies policy and Digital Learning in Schools policy - Our school reminds staff at the beginning of each school year that they are only permitted to use Compass and/or school email to communicate with students - School online policy and procedures. - Use of school 'Acceptable Use Agreement'. - Use of an internet filter (see School internet management – SPAG). - Adoption of Cyber Teach Toolkit - Appropriate supervision for all online activities. - Response protocols implemented - Ongoing awareness of the school's online policies and procedures. - Ongoing review of control effectiveness and improvements instigated as required - Implementation of the Cyber Safety Project program		- Parent education. - Student education improvement. - Assistant Principals - Teaching and Learning Leaders	Ongoing
Risk Title: Off-site school activities and use of third-party providers 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 occurring during off-site school activities - 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 - Lack of awareness of local conditions (unknown people and environments) - School fails to monitor who is in vicinity of school camps / excursions - Lack of supervision	- Children experience harm or abuse because the school does not adequately manage safety with third-party providers - 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 - Disruption to excursion / camp - Stress for all personnel involved - Litigation / adverse court ruling - Reputation damage for school - Reputation damage for DET	- Our school complies with relevant policies with respect to the following activities, including policy relating to child safety and wellbeing: - Government schools – Excursions Procurement School Bus Program NDIS Funded Therapy in Schools Work Experience School Based Apprenticeships and Traineeships School Community Work - 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	Yes/No	- Review communication protocols regularly, considering emerging services and technologies, such as disappearing message services. - Require school staff to undertake information security training to reduce the risk of online phishing or malware attacks. - Provide teacher training through The Cyber Safety Project. - Principal	Ongoing Ongoing Ongoing

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	- Fail to consider child safety risks - Lack of appropriate risk management practices in place for recreational or other activities		in place. This includes activities such as: after-school clubs run by external providers. 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 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	- 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	- 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.	Yes/No	A working group (led by the child safety champion) is established to review child safety policies and procedures	Ongoing

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	reviews of child safety policies, procedures and practices	students from harm or abuse and to respond appropriately to complaints and concerns	- 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			
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 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.	Yes/No	- Use plain language in written materials. - Use visual representations to accompany discussions with students and their families, as needed to aid understanding. - All staff	Ongoing