



Newtown Primary School

Child Safe Standards Risk Register

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
Provide a risk title and short description.	Describe the causes of the child safety risk.	Describe the consequences for children if the child safety risk happens	Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk <i>Sample content is provided below</i>	Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?	If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?	When will this be done?
Child Safe Standard 1 – Aboriginal cultural safety						
Risk Title: Culturally safe environments Description: There is a risk that the school fails to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and students are respected and valued Risk type: Situational, Organisational	- Racism, discrimination and bullying not adequately managed and addressed - Ignorance/lack of awareness - Curriculum that doesn't include Aboriginal Australians - An unwelcoming environment for Aboriginal students - Policy development and review is not consultative	- Aboriginal students are less likely to trust school staff which may result in them being less likely to report abuse by adults or peers, and make them more vulnerable to harm - Aboriginal students do not feel welcome, safe, respected or valued for their diverse and unique identifies which may result in them being less likely to report abuse by adults or peers and make them more vulnerable to harm - Physical and psychological harm as a result of child abuse	- Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented - Other documents that address Aboriginal cultural safety such as: - Action Plan - Student Wellbeing and Engagement Policy - Bullying Prevention Policy - Inclusion and Diversity Policy - Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Wellbeing and Engagement Policy.	Yes/No	See appendix 1.	
Child Safe Standard 2 – School leadership, governance and culture						
Risk Title: Leadership, governance and culture Description: There is a risk that child safety and wellbeing is not embedded in the school's leadership, governance and culture Risk type: Organisational, Propensity	- Child safety is not prioritised - Decision-making power concentrated in one individual - Unclear accountabilities - Staff and volunteers are unaware of the school's expectations relating to their conduct and role in supporting child safety and wellbeing - Culture of secret keeping - Poor management of conflicts of interest - Lack of leadership on child safety - Poor understanding of the foreseeable risks relating to child abuse - Poor understanding of recordkeeping and information management - Poor child safety messaging	- Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because the school does not have a culture of child safety and reporting of child safety incidents or concerns - Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because staff and volunteer roles and responsibilities are not clear - Poor practices and understanding of information sharing obligations may result in staff or volunteers not sharing important information to reduce the risk of child abuse or conversely, sharing sensitive information inappropriately contributing to further harm. - Poor records and record-keeping practice can contribute to delays or failures to identify and respond to child safety risks and incidents and can obstruct survivors seeking information about their time at our school. It can also compromise the school's	- Our Child Safety and Wellbeing Policy outlines the controls in place to ensure a child safe culture is embedded across the school and is implemented - Our Child Safety Code of Conduct is adopted and actively enforced by school leadership. Inconsistent staff, contractor or volunteer conduct is swiftly addressed. - Our Child Safety and Wellbeing Policy and Code of Conduct are publicly available and promoted in the school community - This risk register is reviewed annually and after any significant child safety incident or concern - Our Volunteers Policy supports volunteers to understand their obligations on information sharing and recordkeeping - PROTECT posters and the Four Critical Actions are displayed around the school - Records management obligations are met through adherence to the Records Management - School Records Policy and all staff and relevant volunteers understand their obligations on information sharing and record keeping through induction, training and support from leadership.	Yes/No	See appendix 1.	

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>
		ability to monitor for systemic issues that required changes to policy, procedure or practice. • Physical and psychological harm as a result of child abuse				
Child Safe Standard 3 – Children are safe, informed and actively participate						
Risk Title: Student empowerment Description: There is a risk that students will not be empowered about their rights, participate in decisions affecting them or be taken seriously Risk type: Vulnerability	• Students don't know how to make a complaint or raise a concern or don't feel confident that they will be listened to • Students don't understand their rights • Student input in decision making is not supported or valued • Student contributions or concerns are not taken seriously • Students are not offered sexual abuse prevention education • Students are coerced or silenced by adults at the school • Lack of friendship or peer support	• Abuse is more likely to happen if students do not feel supported to participate in decisions that affect them and do not feel like they will be listened to. • Failure to empower students with information about their rights, child safety risks, and sexual abuse prevention will increase the risk of abuse going unidentified and unspoken • If students do not feel confident or empowered to raise a concern, they will be unwilling to report abuse • Lack of friendship or peer support may increase vulnerability to abuse • Lack of friendship or peer support increases the risk that the student will not feel confident to discuss concerns with their peers, making it more likely that abuse will go unidentified and unspoken • Physical and psychological harm as a result of child abuse	• Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented • Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students • Student Wellbeing and Engagement Policy outlines the controls in place to ensure student wellbeing is supported and prioritised • Students are provided with age-appropriate sexual abuse prevention programs and relevant related information through Resilience, Rights and Respectful Relationships teaching and learning materials • Students are educated about their rights through the RRRR Curriculum. • Friendship and peer support are promoted through school newsletters and compass news feed items.	Yes/No	See appendix 1.	
Child Safe Standard 4 – Family engagement						
Risk Title: Families and community involvement Description: There is a risk that families and communities are not informed, and involved in promoting child safety and wellbeing Risk type: Organisational	• Unwelcoming staff • Lack of appreciation of the value of community consultation and engagement • The school does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing • Lack of staff training, culture or willingness to engage families and communities	• Child safety and wellbeing practices without input from families may result in practices that do not cover all the diverse needs of students, resulting in a risk that students do not feel safe or able to actively participate in school life (see Child Safe Standard 1 and 3) • Families and communities not engaged in child safety at the school are less likely to be able to support the school to reduce risk by keeping an eye out for unsafe behaviours and raising concerns. • Families cannot help students identify abuse • Families do not support students who want to make a complaint • If families lack awareness about child safety including risks of child abuse, children may be more vulnerable to being groomed by perpetrators seeking to obtain their trust. • Physical and psychological harm as a result of child abuse	• 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 council, as well as offering feedback via our Portal.	Yes/No	See appendix 1.	

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 5 – Equity and diverse needs						
Risk Title: Diversity and equity Description: There is a risk that equity is not effectively upheld, and diverse needs are not respected in policy and practice Risk type: Vulnerability	• Diverse cohorts have not been identified for targeted support (such as students with disability, students who identify as lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+), students in out of home care, international students and students who are culturally and linguistically diverse) • Diverse cohorts not supported adequately • Diverse cohorts feel unwelcome • Lack of staff training on diversity and supporting and responding to vulnerable students • Lack of respectful culture • Incidents of discrimination or humiliation are not effectively addressed and managed	• Diverse cohorts who do not feel safe or who are not adequately supported for their diverse and specific needs are more at risk of abuse and harm and will be less able or willing to report concerns. • Experiencing discrimination can increase a child's vulnerability to abuse and harm and can also mean they are less likely to ask for help or speak up if they have a concern • Physical and psychological harm as a result of child abuse	• 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 from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+) students • Child safety information, support and complaints processes are culturally safe, accessible and easy to understand • Policies to diversity and equity such as: ○ Bullying Prevention Policy ○ Inclusion and Diversity Policy • Our school implements: ○ Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials ○ Respectful Relationships whole school approach	Yes/No	See appendix 1.	
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 that staff are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice Risk type: Organisational, Propensity	• 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 • Performance management does not focus on or address concerns relating to child safety and wellbeing.	• Insufficient promotion of the school's commitment to child safety during recruitment processes may fail to deter potential predators from seeking employment • History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse • Conflicts of interests in recruiting staff may increase the risk of other staff not reporting concerns relating to staff conduct, and where concerns are reported or identified, increased risk of them not being responded to in an objective manner with the focus on child safety and wellbeing. • Insufficient induction results in the increased risk that staff fail to identify child safety risks and signs of harm and are unable to respond appropriately when they do identify risks of harm or when a complaint or concerns is disclosed to them. • Insufficient supervision and performance management results in increased risk of child abuse and harm to students • Staff do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm	• 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	See appendix 1.	

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>
		Physical and psychological harm as a result of child abuse				
Risk Title: Suitable Volunteers Description: There is a risk that volunteers are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice Risk type: Organisational, Propensity	- Screening processes lack sufficient strength to reveal histories and behaviours of concern - Systems, processes, policies and culture do not demonstrate sufficient strength and transparency to deter potential perpetrators from attempting predatory behaviours - Conflict of interest - Lack of child safety culture - Insufficient induction and training - Insufficient supervision	- Insufficient promotion of the school's commitment to child safety may fail to deter potential predators from volunteering at the school - History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse - Insufficient induction results in the increased risk that volunteers do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm. - Insufficient supervision results in increased risk of child abuse and harm to students - Inadequate steps to address concerning behaviour may result in increased risk of harm (for example removing volunteer from duties or otherwise ensuring the volunteer does not demonstrate further behaviours of concern) - Physical and psychological harm as a result of child abuse	- 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 support school activities eg volunteers engaged in regular after school sports training that may have more access to students in an unsupervised space, volunteers who will be escorting students on interstate or overseas trips as part of the excursion staff, volunteers who will be engaging closely with students in a school production where staff supervision may not always be present, volunteers who are not parents/carers of students will be asked to undertake additional screening processes including proof of identity (where this has not already been established), and references addressing suitability for working with children. - Volunteers that are working with children or that may have access to students in unsupervised or high-risk settings will always be supervised by a member of school staff - 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/No	See appendix 1.	
Child Safe Standard 7 – complaints processes						
Risk Title: Complaints processes Description: There is a risk that processes for complaints and concerns are not child focused Risk type: Organisational, Vulnerability	- Students and parents/carers are uncertain about how to raise a complaint or concern because information is not accessible or easily understood - Processes do not support students, parents and carers to make complaints or raise concerns - Complaints processes or responsible staff do not make students feel safe or supported to report - Student input in decision making is not valued - Student, parent and carer concerns/complaints are not taken seriously - Inadequate response to complaints or concerns relating to child abuse	- Failure to ensure there is accessible, culturally safe and easily understood information on how to raise a complaint or concern increases the risk of students, parents and carers not reporting behaviours of concern or abuse - Students may be unwilling to report behaviours of concern or abuse if they feel they will not be taken seriously or if they do not feel safe to report - Failure to have a clear process for responding to complaints and concerns about child abuse may result in inappropriate or insufficient action being taken resulting in continued or further harm to the child and other children - Physical and psychological harm as a result of child abuse	- Complaints Policy outlines the controls in place to ensure students are provided with accessible, culturally safe and easily understood information on raising a complaint or concern - Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to child abuse - The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are publicly available on the school website - The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff - Our Child Safety and Wellbeing Policy sets out all recordkeeping, privacy and information sharing obligations that must be met when responding to complaints and concerns. - All complaints and concerns are managed in accordance with employment law obligations and our school seeks advice from Employee Conduct Branch and Legal Division when dealing with complaints and concerns relating to child abuse by a member/former member of staff or school council employee or contractor	Yes/No	See appendix 1.	

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 8 – Child safety knowledge, skills and awareness						
Risk Title: Knowledge, skills and awareness Description: There is a risk that staff and volunteers are not equipped with the knowledge, skills and awareness to keep children and students safe through ongoing education and training Risk type: Organisational	• Child safety and wellbeing training not provided to staff and school council annually • Child safety and wellbeing training is not refreshed or updated where policy, practice or law has changed • Volunteers are not required to undertake child safety training that is appropriate to the nature of their role • Training does not cover all necessary topics • Training is poorly facilitated • New staff may not understand the particular risks that can arise for students who require assistance with toileting or changing incontinence pads. Also refer to Child Safe Standard 6 risks above	• Inability to identify child safety risks including inappropriate behaviour and signs of harm resulting in increased risk of failing to protect children from child abuse, and underreporting of child safety incidents to relevant staff and authorities • Insufficient understanding about the school's child safety and wellbeing policies, practices, and obligations results in increased risk that they will not be appropriately implemented by staff and volunteers and an increased risk to students of child abuse occurring and of continuing to occur undetected. • Physical and psychological harm as a result of child abuse	• Our Child Safety and Wellbeing Policy outlines the controls in place to ensure school council and school staff receive appropriate annual guidance and training on child safety and is implemented • Our Volunteers policy provides information on training for volunteers. • Volunteers that are engaged to support the school as required – eg volunteers engaged in weekly after school sports training that may have more access to students in an unsupervised space, volunteers who will be escorting students on interstate or overseas trips as part of the excursion staff, volunteers who will be engaging closely with students in a school production where staff supervision may not always be present are provided with child safety training that is appropriate to the activity and the volunteer's role. • Professional development that staff undertake in addition to the annual child safety training.	Yes/No	See appendix 1.	
Child Safe Standard 9 – Physical and online environments						
Risk Title: School physical environment Description: There is a risk the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse and harm in the school's physical environment Risk type: Situational	• Areas of child safety risk in the school buildings or grounds are not identified and appropriately supervised or managed. • Any additional causes that apply in our school - e.g. building works are taking place at the school and contractors are present on site during school hours; child safety risks that may arise when students are travelling between buildings; some learning areas may be more isolated; visibility to some learning areas may be limited; low fences or publicly accessible sections of the school.	• 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	• 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 shared learning spaces. • Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the physical school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct • Visitor and contractor sign-in process and requirement that visitors/contractors wear a lanyard • Regular reminders to staff to approach unaccompanied visitors at the school and monitor the school perimeter • 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 • When works are being completed on the school grounds, works are cordoned off and there is no	Yes/No	See appendix 1.	

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>
			interaction between students and building contractors.			
Risk Title: Online environment Description: There is a risk the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse and harm in the school's online environment Risk type: Situational	- Child safety risks in the school's online environment are not identified and appropriately managed. - Students are not provided with education about online risks and appropriate online behaviours. - Online safety measures fail to adapt to emerging technologies and child safety risks	- There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk in the school's online environment – particularly risks relating to grooming and further risk of abuse if the grooming goes undetected. - Physical and psychological harm as a result of child abuse	- 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 and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the online school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct - Staff undertake a privacy impact assessment for apps and other platforms in use by the school which includes the risk of access to children or personal information by people external to the school. - Reduce risks relating to online environments including education provided to students and information provided to parents about the role parents can play in monitoring their child's use of digital devices.	Yes/No	See appendix 1.	
Risk Title: Off-site school activities and use of third-party providers Description: There is a risk that the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse at school activities off-site and/or school activities involving third party providers. Risk type: Situational, Organisational, Propensity, Vulnerability	- School staff fail to identify and manage risks of child abuse occurring during off-site school activities - School staff fail to identify and manage risks of child abuse by third-party providers engaged by the school	- There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk for off-site school activities and school activities that involve third party providers. - Physical and psychological harm as a result of child abuse	- Our school complies with relevant policies with respect to the following activities, including policy relating to child safety and wellbeing: - 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: any that involve third party providers such as football clinics on or off-site, homework clubs run by third party providers such as Chess, etc. 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	Yes/No	See appendix 1.	
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	- 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	- Child safety policy, procedures and practices may become out of date with any new laws or guidance on good practice, compromising the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. - Child safety policy, procedures and practices may no longer meet the needs of the local school community compromising	Our school ensures child safety policies, procedures and practices are regularly reviewed and improved, for example: 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/No	See appendix 1.	

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>
Risk type: Organisational	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	the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Child safety policy, procedures and practices are not improved as a result of analysis of past complaints, concerns and safety incidents, reducing the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Physical and psychological harm as a result of child abuse	• A working group (led by the child safety champion) is 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 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	• The policies and procedures do not address all actions and measures required under the Child Safe Standards • The policies and procedures are not informed by best practice models and family and community engagement • Staff and relevant volunteers are not provided with an adequate induction or ongoing training and are not properly supported to implement the policies and procedures due to lack of modelling and support from leaders • Policies and procedures are difficult to understand	• If child safety policy and procedures fail to address all aspects of the Child Safe Standards it will result in gaps in protection of children and increased risk relating to child abuse • If child safety policies and procedures are not effectively documented or are difficult to understand it may result in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities increasing the risk of child abuse • If child safety policies and procedures are not informed by best practice or family and community engagement it may result in compromised ability to protect children from child abuse. • Failure to induct, train and support staff and relevant volunteers on implementation of child safety policies and procedures increases the risk of child abuse • Physical and psychological harm as a result of child abuse	• 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	See appendix 1.	
---	---	--	--	--------	-----------------	--

Responsible staff member:	Mr. Corrie Barclay
Endorsed by:	Mr. Corrie Barclay, Principal
Date endorsed:	Tuesday 3 rd October 2023
Next review date:	Tuesday 3 rd October 2024

Appendix 1:

NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<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	
Build a strong school culture to support cultural inclusion • Begin events and meetings with a Welcome to Country or an Acknowledgement of Country as a standing agenda item. Use this as an opportunity to pause and reflect or open a discussion. • Fly the Aboriginal and Torres Strait Islander flags on school grounds. • Display plaques and signs to Acknowledge Country and Traditional Owners. • Make Aboriginal voice part of decision making in matters that affect Aboriginal students. Be open to different ways of doing and expressing things. • Build schoolwide knowledge of Aboriginal histories, cultures, perspectives, values, skills and attitudes. Provide a welcoming environment for Aboriginal children • Acknowledge and draw on the existing knowledge of Aboriginal students and their families. • Use Koorie Engagement Support Officers (KESOs) to provide advice to government schools about creating culturally inclusive learning environments. Guide and train staff and volunteers • Train staff and volunteers to understand the importance of Aboriginal culture to the wellbeing and safety of Aboriginal students. • Arrange Community Understanding Safety Training (CUST) or equivalent for staff. Build knowledge of Aboriginal culture in school planning and curriculum • Find out about the Traditional Owners of the land/s where the school is situated at the Map of Indigenous Australia and learn about the importance of acknowledging Traditional Owners. • Include Aboriginal history and culture in professional learning for staff and volunteers and in curriculum planning for students.	Ongoing and as required.
Child Safe Standard 2 – School leadership, governance and culture	
Establish expectations and promote child safety • Promote the school's child safety policies at assemblies, meetings, welcome packs, newsletters and other regular communications. • Display your commitment to child safety prominently at reception and around the school grounds. Also include the statement in enrolment packages. • Communicate and demonstrate that mistreatment of students and racism is not tolerated in any way and that students who speak out are listened to and taken seriously. Seek input • Ask students what matters to them, what makes them feel safe and whether the school's child safety strategies are meeting their needs, through focus groups and regular class discussions. • Seek input from staff, volunteers, families and the school community. Ask what the school does well, and what can be improved. • Consult with people external to the school who have additional expertise, such as the region or other external agencies. Oversee implementation • Assess if the school has all the policies it needs for effective practice and compliance. • Review child safety practices and any emerging risks. • Support students, families, staff and volunteers to safely disclose any child safety concerns or complaints. Report back to complainants about actions taken as a result • Ensure visitors are appropriately supervised on site in line with the Visitors in Schools policy. Align governance and recordkeeping with best practices • Require that staff disclose any potential conflicts of interest and manage relationships and situations to reduce risks arising from conflict of interest.	Ongoing and as required.
Child Safe Standard 3 – Children are safe, informed and actively participate	
Inform students of their rights • Provide age appropriate and accessible information to students such as information about: ◦ the school's Child Safety and Wellbeing Policy and Code of Conduct. ◦ how the adults in the school should behave. • Inform students of their rights and special protections including the right to: ◦ live and grow up healthy ◦ have a say about decisions affecting them ◦ get information that is important to them ◦ be safe and not harmed by anyone. • Provide information through the curriculum via relevant subject areas to promote: ◦ Resilience, Rights and Respectful Relationships ◦ School-wide Positive Behaviour Support Framework ◦ Safe Schools ◦ Bully Stoppers ◦ Vic SRC's Introduction to Student Voice ◦ eSmart. Empower students to contribute to school life • Display visually engaging and easy-to-read posters promoting student voice and agency. • Invite students to provide feedback on school-wide decisions and take their views into account in school decision-making. • Document student participation in activities that contribute to the life of the school. • Involve students in consultation processes and inform them of their impact on decision-making.	Ongoing and as required.

NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<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>
• Demonstrate that the school takes students seriously by acting on their concerns, noting that what might seem unimportant to an adult may be important to a young person. • Provide students who find it harder to speak up or be heard with multiple avenues for communicating, including writing, drawing, or physical forms of communication. Empower students to raise their concerns • Provide students with information about complaints processes. • Give students a variety of ways to raise concerns. For example: ◦ provide an anonymous, year-level student suggestion box ◦ distribute regular online surveys ◦ display information about the adults who students can talk to if they have a concern. • Highlight student views in your school community or public-facing documents, including quoting students where appropriate. Strengthen peer support for safety and wellbeing • Display posters acknowledging sexuality and gender diversity and identify safe spaces where students can go if they need support. • Carry out regular whole school wellbeing assessment surveys. • Establish Student Action Teams to investigate issues of inclusion and exclusion. • Discuss healthy boundaries for friendships. Point out that the risk of harm can occur in child-to-child interactions, as well as adult-to-child interactions. Establish protective factors • Teach students practical protective strategies, including: ◦ what to do when they feel unsafe ◦ phrases they can use to raise an objection ◦ pathways for raising safety concerns, and ◦ online safety behaviours. • Provide contact information for independent child and youth advocacy services or helplines. • Provide a range of age-appropriate picture books, fiction and non-fiction that include: ◦ children's rights and empowerment themes ◦ cultural and linguistic diversity ◦ neurodiverse characters and people with disability ◦ diversity in sexual orientation and gender. • Support all students to identify trusted adults and friends they can talk to about a concern at school, at home or in the community. • Deliver age-appropriate curriculum content about respectful relationships, sexuality, consent and sexual abuse prevention through the Resilience Rights and Respectful Relationships teaching and learning materials as part of implementing the whole school approach to Respectful Relationships. • Use the School's Mental Health Menu to support students in your school. • Empower students with the knowledge that adults are accountable and that students have a right to safety.	
Child Safe Standard 4 – Family engagement	
Create a welcoming environment • Nominate a contact person for new enrolments and provide their details in induction materials or school transition packs. • Provide new enrolments with family welcome packs that include information about child safety, the school's complaints processes and how to raise concerns. • Conduct school open days or host community events, such as a school fete or fair, to welcome families and the broader community. • Create a welcoming environment at school reception so community members and families feel respected, included and safe to come onto school grounds. Engage families and communities in building a child safe organisation • Ask parents and carers about their children. This can be in formal settings like parent/teacher interviews, or during chance meetings at pick-up and drop-off. • Regularly engage with parents, carers and students and discuss the needs of students through parent/teacher interviews. Provide regular opportunities to communicate • Provide frequent opportunities for parents and carers to engage with staff to discuss their children's experiences at school. • Organise interpreters and translations to engage families from non-English speaking backgrounds in conversations about the school's child safety strategies. • Ask families and carers about their preferred methods of communication, including email, social media, meetings and workshops and use their responses to inform your communications approach. • Remind the school community about the shared roles of parents, carers and school staff in creating a positive environment for learning by promoting the Respectful Behaviours in the School Community Policy. • Consider hosting community workshops on child safety and wellbeing topics, for example, respectful relationships or online safety. Provide families with take-home information to help them to talk to their children about safety and wellbeing at home. • Communicate with and appropriately involve families at all stages of the process if a concern is raised or complaint is made. Reflect the diversity of the school community • Make newsletters and communications inclusive. Normalise a diversity of family profiles and reflect the characteristics of your school community. • Select meeting venues that are physically accessible, welcoming and culturally safe. • Encourage volunteer positions from families from diverse backgrounds, including people with a disability, Aboriginal people, and those from culturally and linguistically diverse backgrounds. Provide inclusive and accessible information • Display the PROTECT poster (PDF, 203KB) in shared areas that are accessible to parents and the community. • Make sure child safety information is easy to read – consider font size, font style, colours used, formatting and visual presentation. • Provide links to the school's child safety policies in the school's social media posts, newsletters and staff circulars.	Ongoing and as required.

NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<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>
Build family and community involvement in child safety into business as usual - Report on the outcomes of relevant reviews to staff and volunteers, community and families and students to show transparency and accountability. - Encourage families and carers to advocate for their children and champion their safety while at school and in other environments, including extra-curricular activities such as sports, tutoring, music and language classes. - Promote the whole school approach to Respectful Relationships and Resilience Rights and Respectful Relationships education to families. - Acknowledge the important role that families and communities play in monitoring children's safety and wellbeing and helping children to disclose concerns. - Communicate with and appropriately involve families at all stages of the process if a concern or complaint is raised.	
Child Safe Standard 5 – Equity and diverse needs	
Recognise the diverse backgrounds, needs and circumstances of students - Recognise the range of diverse student and family attributes. Pay attention to: - cultural safety for Aboriginal and Torres Strait Islander students - the needs of students with disability and responses to disability - the needs of students from diverse religious and cultural communities - the needs of very young students and children - the impact of prior trauma - gender differences - the experiences of lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) students - challenges for students who are in foster care, out of home care, living away from home or international students - students experiencing pregnancy or who are young parents - socio-economic factors (experiencing family homelessness, insecure employment or accommodation, individual or family contact with the justice system, poverty, addiction, low educational attainment, remote or regional isolation). - Pay attention to diverse student cohorts and individuals in your community, recognising that they may have higher risk of harm. - Normalise asking for and using people's pronouns and names for students. - Use contemporary, culturally sensitive and inclusive examples when discussing families, relationships or professions and vocations. Identify and address challenges that students experience due to their diverse attributes - Communicate that discrimination and bullying are not tolerated – if incidents of bullying or discrimination occur, address the incident in line with school policy. - Let students know they can raise concerns or report incidents that occurred at school and outside the school. - Check in with vulnerable students and their families to confirm their needs are being met. This can occur at pick-up or drop-off, at parent teacher interviews or through informal discussions. - Engage genuinely with students. Find out what matters to them, what they know and don't know about safety, and what they need to be safe and feel safe. - Validate students' feelings. Students may feel that they have not been listened to or believed in the past. - Offer buddying and mentoring for students who are at risk of social isolation. - Discuss how students feel about discussing their personal circumstances and respect their wishes. Note that where staff or volunteers have formed a reasonable belief that sharing information is necessary to lessen or prevent a serious threat to an individual's life, health, safety or welfare, they may be required to share information despite the wishes of the student that their information remain confidential. - Take a holistic approach when responding to family violence. - Respond to family violence in a way that is accessible, culturally responsive, safe, child-centred, inclusive and non-discriminatory. Put in place policies and strategies to help meet the diverse needs of students - Ensure school environments are welcoming and inclusive. For example: - display flags representing different cultures within the school community - decorate the school with artistic expressions from students and young people. - Provide child safety information in accessible, child-friendly language and formats. - Accompany child safety information with the support materials needed to help students and families interpret it. - Anticipate the needs of students from diverse backgrounds and life circumstances. Don't expect all students to be equally empowered to ask for what they need. - Provide staff and volunteers with training to identify and address racism, bullying and discrimination. - Create opportunities to remind staff and volunteers about student diversity and accommodating students and young people's needs. - Seek out expert advice as needed to support inclusion, such as an occupational therapist, speech pathologist, provision planning.	Ongoing and as required.
Child Safe Standard 6 – Suitable staff and volunteers	
Advertising - Ensure recruitment advertisements for staff in child connected work contain: - the job's requirements, including expected knowledge of child development appropriate to the role - an outline of duties and responsibilities regarding child safety and wellbeing - essential or relevant qualifications, experience and attributes in relation to child safety and wellbeing. - Provide all job applicants with the school's Child Safety and Wellbeing Policy and Child Safety Code of Conduct and links to child safety resources. Screening - Include selection criteria relevant to the role, such as: - experience working with children, or particular groups of children, including children with a disability or Aboriginal children	Ongoing and as required.

NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<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>
- engaging with families - child safety experience - cultural safety in their work. - Screen all staff, volunteers, leaders and school governing board members for their suitability during recruitment. Interviews - Think carefully about who will be on the interview panel and ensure panel members have the right skills, experience and information to perform their role. - Develop questions about child safety for job interviews. - Seek referees for both staff and volunteers as appropriate, including their last employer, and overseas referees if they've worked overseas. - Ask referees about the person's character and experience in working directly with children and young people. Supervision and people management focused on child safety and wellbeing - 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 have been raised previously and other relevant risk factors - School leaders regularly walk-around classrooms and the school yard. - Set out standards for child safety performance in staff contracts and state how performance will be assessed. Include child safety and wellbeing goals in staff professional development plans. - Include child safety and wellbeing as a regular agenda item for staff meetings at all levels. These items could focus on elements of the school's child safety framework, such as: - identifying grooming and other behaviour that could cause harm to a student. Government schools can use the staff conduct case study (login required) to help staff identify potential grooming behaviours - understanding what types of behaviour should be reported to school leaders - how to respond to an incident, disclosure or suspicions of child abuse - identifying risks in the school's physical and online environment and who to report them to. - Communicate regularly with staff and volunteers about the child safety and wellbeing, including promoting the school's Child Safety and Wellbeing Policy and Code of Conduct in newsletters and staff updates. - Conduct formal and informal observations of staff working with children. Provide feedback to staff on how to support student's safety and wellbeing through regular check-ins or as appropriate. - Ensure all school leaders know how to manage a staff member whose behaviour raises child safety concerns. This includes: - when to escalate concerns - what records of conversations to keep - how to follow up and monitor staff behaviour after immediate concerns have been addressed. - Take early action to provide feedback to staff and correct any concerning or unsafe conduct to prevent harm before it occurs. - Ensure systems are in place for recording information on staff conduct and any concerns raised. Training and support to uphold child safety - Refer to Standard 8 for further guidance on building child safety knowledge, skills and awareness. - Nominate a child safety champion and support them to facilitate the induction and training programs for staff and volunteers. - Provide induction that covers: - the Child Safety and Wellbeing Policy - the Child Safety Code of Conduct - how to contribute to identifying, removing or reducing risks - recordkeeping and information sharing requirements - school values and philosophy - procedures for managing complaints - privacy and reporting protocols. - Allocate a mentor to new staff for the first 12 months to provide guidance on teaching practices and professional conduct - Train all staff and volunteers as appropriate to their roles, on topics such as: - child safety (including family violence) - mandatory reporting - responding to student sexual offending - diversity and inclusion - harassment and bullying - cultural safety - Cover important topics in your child safety training, including: - risk factors and signs of harm, including intentional and unintentional harm, physical or emotional harm, bullying or cyberbullying, abuse and neglect - how to identify and respond to child safety risks, especially for vulnerable students - how to facilitate child-friendly ways for students to express their views, participate in decision making and raise concerns - how to engage with families to support student's safety and wellbeing - how to appropriately handle or share sensitive information relating to a child's wellbeing health or safety. - Deliver regular child safety briefings for all staff, for example through staff meetings, newsletters, year level briefings. - For larger schools, consider implementing sub-school teams, with team leaders or child safety champions to observe school staff and discuss child safety. - Inform staff and volunteers, as appropriate, of their responsibilities under the information sharing and family violence reforms. Make child safety a key part of recruitment processes	

NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<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>
• Provide role descriptions for staff and volunteers to clearly outline their duties and responsibilities regarding supervision, child safety and wellbeing, and diversity and inclusion. This may involve revising existing role descriptions. • Make sure all staff, particularly those with mandatory reporting responsibilities, are aware of the up-to-date processes for making a report. • Provide child safety champion/s with information to support their function relating to child safety, family violence and information sharing. • Put a process in place to check staff and volunteers' working with children clearance status or equivalent background check on at least an annual basis. • Include child safety in ongoing staff support, supervision and performance management processes. • Align complaints processes with best practice, including the PROTECT Four Critical Actions and Reportable Conduct requirements. • Declare and manage any potential conflicts of interest, such as family or business relationships or close friendships. • Provide clear avenues for staff to report concerns. • Involve staff in after-action reviews when a child safety incident has occurred.	
Child Safe Standard 7 – complaints processes	
Develop complaints processes to be child-centred and empowering • Encourage students to raise concerns with a trusted adult if anything makes them feel uncomfortable or unsafe. • Facilitate student discussions about what would help them speak up when they have concerns. • 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. • Include information to students and their families about: ○ how to make a complaint ○ what to expect the school to do when responding to a complaint ○ how the school will support complainants. • Support students to develop the skills to make complaints and raise concerns by implementing the whole school approach to Respectful Relationships and using teaching and learning materials like the Resilience Rights and Respectful Relationships materials. • Let students know that they can make a complaint about any kind of harm, perpetrated at school, outside school, by an adult or by other children, including bullying or cyberbullying and all forms of abuse. • Advertise assistance and support services for students, families, staff and volunteers who wish to raise concerns, including the availability of translating and interpreting services. • Receive complaints thoughtfully, taking care to validate students' experiences – what may seem small to an adult might not be to a child. • Ensure complaint handling systems and processes are confidential, and that only authorised staff can access complaint records. • Commit to making improvements following a complaint to address the source of the problem and follow through on the commitment. • Provide feedback mechanisms that allow for anonymity, such as secure suggestions boxes. Regularly review and action the suggestions received. Be transparent and open about the steps in the complaints process • Name multiple people or positions that students and families can approach to raise concerns. • Be transparent and open about the steps in the complaints process. • Let students know that they can bring a support person of their choice to any interviews or meetings related to the complaint. • Explain what happens next and check that complainants understand the proposed action. • Ensure that students understand who will be told about their complaints. • Report back to complainants to close the loop, where appropriate. • Offer counselling or support services to complainants as appropriate. Be transparent and open about procedures for responding to child abuse • Set out actions when the complaint is about a staff member, volunteer, parent or another adult in line with the school's Complaints Policy, the PROTECT Four Critical Actions (PDF, 215KB) and Reportable Conduct obligations. • Set out approaches for responding to harm caused to children by other children, including children displaying potentially harmful sexual behaviours and sexual offending. • Display the PROTECT Four Critical Actions (PDF, 215KB) poster in the staff room. • Specify the steps that need to be taken to make sure the process is fair for all people involved in a complaint. • Name the types of behaviour that must be reported to police, child protection authorities and other government agencies or regulatory bodies in line with PROTECT Identifying and Responding to All Forms of Abuse (PDF, 7.5MB). Support staff and volunteers to participate in building a child-focused environment • Outline the responsibilities school leaders have to act on complaints and concerns related to child safety and wellbeing, including the responsibilities of the child safety champions. Nominated staff should have: ○ a detailed understanding of the complaints process ○ investigative or interviewing skills, or authorisation to engage people with these skills ○ high levels of rapport and engagement with students ○ ability to respond to students with diverse needs ○ willingness to work with police and child protection authorities ○ information on support services for people affected by complaints. • Ensure that child safe supervision and people management practices are implemented during and following a complaint or concern relating to the conduct of a staff member (refer to Standard 6). • Train staff and volunteers to recognise the different ways students express concerns or distress, such as changing their behaviours or demeanour. • Encourage staff to maintain an approachable, professional standard to help students feel confident and supported to raise issues at any time.	Ongoing and as required.

NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<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>
• Ensure staff and volunteers understand the complaints policy, the Four Critical Actions, failure to report and failure to protect offences, grooming, child abuse and family violence, mandatory reporting and their roles in the process. • Empower all staff and volunteers to act on concerns about behaviour and report their concerns, complaints or breaches of the Child Safety Code of Conduct to school leadership or the regional office. • Make sure that the school meets all recordkeeping, information sharing, privacy and employment law obligations. • Encourage staff and volunteers to contribute to the development and review of complaints policies and processes.	
Child Safe Standard 8 – Child safety knowledge, skills and awareness	
Induct new staff and volunteers to child safety requirements • Provide an induction for new staff, volunteers and new school council members on child safety, appropriate to the person’s role that covers: ○ the Child Safety and Wellbeing Policy ○ the Child Safety Code of Conduct ○ the Child Safety Responding and Reporting Obligations (incl. mandatory Reporting) policy and procedures ○ building culturally safe environments ○ privacy, information sharing and recordkeeping obligations ○ how to facilitate child-friendly ways for students to express their views, participate in decision making and raise concerns Provide ongoing education and training • Deliver regular child safety briefings for all staff, for example through staff meetings, newsletters, year level briefings. • Require all staff with Mandatory Reporting obligations to refresh their Protecting Children – Reporting and Other Legal Obligations (Mandatory Reporting) training at least once a year. • Inform staff and volunteers (as appropriate) of their responsibilities under the information sharing and family violence reforms. These reforms support staff to meet their child safety obligations by enabling them to: • Maintain records of annual child safety programs including presentation materials, agenda, minutes and list of attendees. • Identify staff to attend information sharing and family violence reforms training, available as online webinars or eLearning modules. • 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. • Remind staff regularly that they need to be alert for signs of harm and risk factors and aware of physical and online risks to child safety. • Provide staff and relevant volunteers with up-to-date contact details for local support services for students and families. • Consider staff needs when designing training, such as: ○ Cultural safety for the needs of staff and volunteers who are Aboriginal or Torres Strait Islander ○ Cultural sensitivity for staff and volunteers who are from culturally and linguistically diverse backgrounds ○ Inclusivity of gender diversity and sexuality ○ Accessibility for those with a disability, including individuals mobility, visual or hearing impaired ○ Accessibility to those who are rurally or remotely located or unwilling to attend physically. Plan to resource and prioritise child safety training • Develop and communicate your Child Safe Code of Conduct, Child Safety and and Wellbeing Policy, and Child Safety Responding and Reporting Obligations Policy. • Include child safety improvement and training in school planning. • Provide time-release for teachers, non-teaching and auxiliary staff to undertake child safety and related training. • Direct staff to PROTECT for guidance on: ○ information to assist them to recognise indicators and risk factor of child harm, including harm caused by other children and young people ○ the processes to follow if a concern is raised. • Keep a record of all staff and volunteers who complete child safety training to ensure all are appropriately trained and training is refreshed as required.	Ongoing and as required.
Child Safe Standard 9 – Physical and online environments	
Promote a culture of online and physical safety for all students • Supervise students properly in all settings, including the playground, excursions and camps. • Give particular attention to the safety, diverse needs and vulnerabilities of students in each activity or setting. Consider whether there are any barriers that might prevent students from raising concerns. • Inform students and their families about appropriate use of the school’s technology, safety tools and how to seek help and report concerns including cyberbullying and online grooming. • Keep up to date with current online safety issues and expert information from specialist government and non-government bodies including the Office of the e-Safety Commissioner, and eSmart Schools. • Promote activities in the school community that connect schools and communities and raise awareness to prevent bullying and violence (e.g. National Day of Action against Bullying and Violence).	Ongoing and as required.

NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<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>
Manage risk in physical spaces - Identify and document the school's child safety risks in the school's risk register or equivalent and ensure strategies are in place to manage those risks. - Consider the range of school environments and the nature of physical spaces including onsite buildings and grounds, classrooms, corridors, and pick-up and drop off areas. - Consider off-site physical environments for student use and where reasonably possible, inspect these sites and venues for events, excursions, camps and international student accommodation ahead of time. - Consider risks arising from child-to-child and adult-to-child interactions in physical and online spaces. - Consider cultural safety. Are there elements of the physical school environment that would be unwelcoming to Aboriginal people? - Inform staff, volunteers and students where appropriate of identified risks and risk management strategies. - Keep records of risk management activities, including risk assessments for camps and excursions. - Provide training and refresher training to staff and relevant volunteers on risk management policies and procedures. Supervise appropriately - Be aware of risks posed by dark spaces, stairwells, private spaces and corners in school environments and develop strategies to address these risks. - Inform students about spaces that are off limits, including out-of-bounds areas, storerooms and staff rooms. - Nominate ratios of staff and volunteers to students for different types of activities. - Keep records of any court orders in place regarding access or intervention orders and communicate to staff who can collect students in these circumstances. - Use observation aids when appropriate, such as observation windows, concave mirrors, CCTV and consider the balance between appropriate visibility and respecting staff and students' privacy. - Undertake works to improve lighting in poorly lit areas. - Let students know how to raise concerns and where to go if they need help. - Organise professional learning to discuss risk and harm prevention and hazard awareness with staff, volunteers and school council members. - Keep records of incidents that occur, including accidents and medical events. - Review incidents against policies and procedures, including seeking student feedback on how incidents were handled and how safe they felt, and make improvements as needed. Promote student safety online - Give students opportunities to learn, play, create, entertain, make new friends and stay connected. - Facilitate age-appropriate ways to use the internet and social media for students utilising the whole school approach to Respectful Relationships and the Resilience, Rights and Respectful Relationships resources, School-wide Positive Behaviour Support Framework, Safe Schools and also Office of the e-Safety Commissioner - Inform students about online safety risks, including: - cyberbullying and trolling - invasion of privacy or digital surveillance - inappropriate sharing of images - offensive images and messages - age-inappropriate online content - impersonation/catfishing - grooming. - Outline acceptable use of personal devices for students. - Prohibit the use of student email addresses to sign up to unauthorised third-party services and communicate this expectation to students and the school community. - Use filtering software on school-based devices. - Encourage parents to use parental controls on personal devices. - Advise students on how they can seek help from a trusted adult if they are exposed to inappropriate imagery or content that upsets them. - Monitor online activity and respond to breaches of the online policies and procedures with appropriate consequences. Promote acceptable behaviour by staff and volunteers - Address acceptable and non-acceptable behaviour in online environments in the school's Child Safety Code of Conduct. Cover social media, email, instant messages, SMS and other apps in your code. - Outline acceptable use of personal devices by staff and volunteers. - Have guidelines for taking, storing and using images of children and students – including photos and video recordings. - Deal with misuse of digital devices and unacceptable behaviour in accordance with school policy. - Review communication protocols regularly, considering emerging services and technologies, such as disappearing message services. - Uphold policies and report breaches in accordance with the school's complaints handling processes and Code of Conduct. - Provide avenues for students, families, carers, communities and staff to report online issues or concerns. - Protect student privacy by supporting students to limit the amount of information provided online. - Require school staff to undertake information security training to reduce the risk of online phishing or malware attacks. Consider procurement and third parties - Ask contractors to provide their Working with Children Clearance upon entry to the school. - Provide contractors with a copy of the Child Safety Code of Conduct and Child Safety and Wellbeing Policy. - Nominate a staff member who is responsible for collecting child safety compliance information about third party providers. - Keep records of due diligence processes. - If a vendor is found to be non-compliant with the Child Safe Standards: - cease all activities with the vendor until the issue is resolved	

NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<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>
○ if appropriate, inform the vendor of the non-compliance and provide an opportunity to rectify the problem, or if the issue is serious, contact the relevant authorities.	
Child Safe Standard 10 – Review of child safety practices	
Create and update child-safe policies • Develop a register of existing child safe standard policies, noting the date the policy was approved, and schedule a review date every 2 years. • When required, develop a work plan and establish a working group led by the child safety champion, to review and update policies and procedures. • Monitor and manage child safety risks using a risk register. • Determine the causes of child safety incidents and monitor for repeat issues or systemic failures. • Use complaints and incidents as a learning opportunity to inform continuous improvement. • Identify ways to involve staff, volunteers, students, families and community members in review processes. Refer to Child Safe Standard 4 for actions on how to engage families and communities. Implement current child safe policies and procedures • Keep records of documentation, such as board meeting papers and minutes, outlining recommendations on how child safe practices can be improved and implemented. • Develop an audit log (that is appropriately secured and has version control) of complaints and concerns, demonstrating appropriate responses and mitigations. • Review complaints received and incidents reported for gaps, weaknesses or failures in policies. • Make review findings and recommendations easy to access and understand. • Include findings from child safety reviews in child safety training for staff and volunteers. • Communicate review outcomes to students in age-appropriate ways. • Inform the school community of any child safety policy changes were relevant or applicable. • Use surveys, focus groups and discussions to review the accessibility and level of awareness of child-safe policies and procedures by students, families, staff and volunteers.	Ongoing and as required.
Child Safe Standard 11 – Implementation of child safety practices	
Make policies and procedures easily accessible • Publish your child safety policies in an easily accessible, public-facing location, such as the school website. • Integrate child safety into induction processes, ongoing education, training and supervision for all staff and volunteers. • Provide copies of your child safety policies in welcome packs and transition resources. Ensure policies are easy to understand • Use plain language in written materials. • Use visual representations to accompany discussions with students and their families, as needed to aid understanding. • Display easy-to-read posters in various locations around the school. Nominate a child safety champion • Nominate one or more child safety champions to promote, monitor and report on the implementation of the school's child safety strategies • Support the child safety champions by empowering them to investigate child safety issues and allocate time for child safety. Build a culture of ongoing monitoring and reviewing • Highlight child safety in recruitment processes. • Have child-focused complaints policies and procedures. • Review recordkeeping of child safety complaints to make sure it captures all relevant information. • Manage child safety risks relating to child abuse using the Child Safety Risk Register template. • Consider using the Child Safety Risk Register to include other child safety risks, or use another register or format to record these risks Champion and model compliance with policies and procedures • Allocate regular time for a child safety agenda item for all-staff or faculty meetings. • Schedule child safety briefings at information evenings and orientation days. • Include a regular child safety item in newsletters to families. Use best-practice models and stakeholder consultation • Seek feedback on policies and procedures from the school community, staff, families, and students. • Be aware of emerging legislation, research and resources in child safety and wellbeing and ensure that policies and procedures are informed by any new developments. Integrate child safety into policies, procedures and practices • Nominate child safety champions to support school leaders in effectively implementing and monitoring the child safe policies and practices. • Document the school's policies, procedures and statements required across all 11 Child Safe Standards. • Seek feedback from students, families, staff and volunteers on whether the policies and procedures are easy to understand. Make any relevant improvements. • Produce child safety material in different formats. Use child-friendly and plain language and translated versions. • Maintain high visibility of child safety and wellbeing. Discuss child safety at staff and parent meetings, and school assemblies. Display posters, write articles newsletters and staff bulletins on child safety topics. • Train staff and volunteers on school policies and their responsibilities. Create regular opportunities to discuss and reinforce understandings. • Identify formal and informal ways to monitor policy implementation. Analyse whether current processes achieve the outcomes for each child's safe standard. • Monitor how staff and volunteers contribute to child safety through supervision, discussions, staff meetings and surveys.	Ongoing and as required.