Child Safe Standards Risk Register

School name:	Frankston High School		Responsible staff member:	John Simon and Tiffany Greenhill
Date endorsed:	07/10/2022		Endorsed by:	Andrew Batchelor
Next review date:	07/10/2023		File location:	School website

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*	*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 Policy outlines the controls in place to establish a culturally safe environment and is implemented
• Control to promote Aboriginal cultural safety are outlined in:
  ○ 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
• Each Koori student has regular SSGs and an IEP, KESO is involved in the creation of these
• Meetings and school events begin with an Acknowledgement of Country
• Indigenous flags are displayed at both campuses
• Staff undergo Community Understanding Safety Training (CUST) facilitated by the DET Koorie Education Officer.
• The KESO is engaged to discuss and explore ways to celebrate cultural diversity and inclusion
• We recognise and celebrate key Aboriginal events and culturally diversity throughout the year (NAIDOC week for example) | Yes | • Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 1 (Principal) | |
| **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 | • 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. | • Our Child Safety Policy outlines the controls in place to ensure a child safe culture is embedded across the school and is implemented
• Our Child Safety Code of Conduct is adopted and actively enforced by school leadership. Inconsistent staff, contractor or volunteer conduct is swiftly addressed.
• Our Child Safety and Policy and Code of Conduct are publicly available and promoted in the school community (*via Frankston High School website*)
• 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 (*available on arrival to school and embedded into the welcome information on the Compass sign in kiosk*) | Yes | • Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 2 (Principal) | |

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	• Poor understanding of recordkeeping and information management • Poor child safety messaging	• Poor records and record-keeping practice can contribute to delays or failures to identify and respond to child safety risks and incidents and can obstruct survivors seeking information about their time at our school. It can also compromise the school's ability to monitor for systemic issues that required changes to policy, procedure or practice. • Physical and psychological harm as a result of child abuse	• PROTECT posters and the Four Critical Actions are displayed around the school (*across both campuses, Sub Schools, bathrooms and populated areas*) • 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 (*information available on arrival to school and embedded into the welcome information on the Compass sign in kiosk*) • The Business Manager maintains current knowledge of DET recordkeeping guidelines. • Child Safety is a regular agenda item at school council and staff - as appropriate. • Child safety information planned for implementation into the 2023 student diary. • New leadership position for 2023 'Student Wellbeing and Inclusion Leader' who has a responsibility to 'oversee the Child Safe Standards' • Students, families, staff and volunteers are supported to safely disclose any child safety concerns or complaints • Visitors are appropriate supervised in line with our Visitors in School Policy • The school's Child Safety policies are promoted in newsletters and welcome packs for families.			
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 Policy outlines the controls in place to support child and student empowerment and is implemented • Our Complaints Policy details how parents/carers and students can raise complaints and concerns and is promoted widely to parents and students, including available on our school website • 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 their Health classes, tutorial program, Year 9 MEGAR week, Year 10 Challenge Accepted, and Year 11 and 12 iSupport. This curriculum embeds resources from the Resilience, Rights and Respectful Relationships teaching and learning materials • The student diaries and resources in our wellbeing spaces also remind and educate our students on their rights • Students can self-refer or be referred by a coordinator or teacher to access our student wellbeing support including Student Wellbeing Coordinator, Counsellors, Mental Health Practitioners • Students are informed of their rights and responsibilities by participating in lessons, activities	Yes	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 3 (Principal)	

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			and events on bullying and harassment (including cyber safety), RU OK and other activities based on health and wellbeing • The Student Wellbeing team regularly provides information to students and parents via the school newsletter and Compass parent/student portal • Our website and social media accounts promote and advocate for student health and wellbeing • A college value is 'respect' and this is constant referred to and explicitly taught across many subjects • The school promotes student voice and agency in learning and via student focus groups and leadership programs, student representative committees, student surveys and student membership on school council • The school has a comprehensive transition program for new Year 7 students including additional transition visits for vulnerable students			
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 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 (*on website for community and on Compass for staff*) • Families and the school community are invited to have a say in the development and review of child safety and wellbeing policies, procedures and practices through our school council and newsletter • Staff engage parents in their child's education via emails, phone calls, parent meetings (including SSGs), in development of Individual Education Plans or Learning Needs Profiles (where required), Parent/Teacher/Student Conferences, reports • The Campus Principal and/or Head of Year meets new families on enrolment to the school, they're also provided with an enrolment pack which includes child safety information (2023) and an outline of our wellbeing supports • The school has a Campus Principal, Head of Year 7, Inclusion Coordinator and Education Support Staff who support the transition of students from Grade 6 to Year 7 • An open day and several other parent information events (Subject Expos, VTAC information sessions, school tours) are conducted during the year including parent teacher interviews to maximise engagement • Parents are provided with access to Compass which is the main avenue of communication with the school. The school has been actively engaged with Compass to explore functionality to maximise inclusion • Parents have access to update their contact details on Compass or can contact the school for this purpose • School newsletters are published each month in an online easy to read format	Yes	• Identify other actions your school may take using the guidance available at [PROTECT Child Safe Standard 4](#) (Principal)	

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			• Where required, translators for EAL families are organised for parent/carer meetings • Koorie Education Support Officers and DFFH are invited to Student Support Group meetings, where required. • The school promotes community involvement by having several partnerships in place with community organisations and local primary schools.			
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 Wellbeing Policy outlines the controls in place to support equity and diverse needs and is implemented
			• Student Wellbeing and Engagement Policy outlines how the school pays particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at 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
			• Our school has further policies which encompass and promote diversity and inclusion including:
			  - Bullying Prevention Policy
			  - Inclusion and Diversity Policy
			  - Sexual Harassment Policy
			  - Health Care Needs Policy
			  - Special Examination Arrangements
			• The school implements SSGs, Individual Education Plans, Learning Needs Profiles, Behaviour Support Plans, Attendance Improvement Plans where necessary (students with additional learning needs, OoHC, Koorie, DIP)
			• Cultural diversity is recognised and celebrated at the school with events such as NADIOC week.
			• Incidents of bullying, harassment, discrimination and racism are carefully and effectively managed by staff
			• Information on bullying and cyberbullying, student wellbeing information, child safety and information about feeling safe are all included in the student diary
			• Our school values empathy, persistence, integrity, respect, optimism and responsibility and our vision 'together we become purposeful learners' indicate to the school community that diversity and inclusion is valued
			• Aboriginal, Torres Strait Islander and Australian flags are all displayed at each campus
			• Allied health professionals and external support agencies are engaged and utilised to address individual students' needs
				Yes/No	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 5 (Principal)	

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			• The school recognises and celebrates annual events such as RU OK Day, IDAHOBIT Day and Wear It Purple Day • The school surveys students and parents about bullying in the annual Student Attitudes and Parent Opinion Surveys and unpacks this further with students in student focus groups			
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
		• Physical and psychological harm as a result of child abuse
			• Our Child Safety Policy outlines the controls in place:
			  o for child safe recruitment and screening practices for staff.
			  o to ensure staff are provided with an appropriate induction in the school's child safety policies and practices.
			  o to ensure ongoing supervision and management of staff is focused on child safety and wellbeing
			• All actions and strategies outlined in our Child Safety Policy are implemented
			• The school follows DET process and guidelines when advertising/recruiting for staff
			• All teachers and principals must hold a current VIT registration and all education support staff must hold a current Working with Children Check
			• Validity of VIT registrations and Working with Children Checks are monitored by the school's HR Manager
			• Contractors, visitors and volunteers engaged by the school for child-related work must have a current Working with Children Check
			• All staff are provided with a comprehensive induction package including the child safety policies
			• Contractors, visitors, volunteers engaged by the school for child-related work are supervised by a teacher at all times
			• All staff undergo annual mandatory reporting training even if they are not mandatory reporters
			• The school has in place the following policies to mitigate risks relating to staff: Staff Induction Policy, Duty of Care Policy, DET's School Privacy Policy and Sexual Harassment Policy
				Yes	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 6 (Principal)	

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	• 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 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	• 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 in child related work at our school must provide a copy of their Working With Children's Check to the HR Manager • Volunteers that are working with children will always be supervised by a member of school staff • Volunteer behaviour that is inconsistent with the school's child safety policies and practices will be	Yes	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 6 (Principal)	

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Risk type: Organisational, Propensity	• Insufficient supervision	• 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	addressed by Principal or Campus Principal swiftly and with a focus on child safety and wellbeing. • Validity of VIT registrations and Working with Children Checks are monitored by the school's HR Manager • Volunteers, contractors and visitors sign in at the Compass kiosk after reading a summary of the child safe policy and code of conduct.			
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 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 • Each student belongs to a Sub School which has two and in 2023 three year level coordinators and an education support person and a Campus Principal with whom they can raise complaints of concerns • Students can self-refer to the Student Wellbeing Team, Counsellors and Mental Health Practitioner to discuss matters in confidence • All complaints and concerns are treated respectfully, transparently and confidentially • Staff are training to recognise the different ways students express concerns or distress annually in the child safety training • Our school has students on School Council and a strong Student Leadership Council with sub-committees	Yes	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 7 (Principal)	

Schools must tailor example content to be relevant to the school.
Not tailoring the examples content may result in non-compliance with Child Safe Standard 2 and Ministerial Order 1359.

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Child Safe Standard 8 – Child safety knowledge, skills and awareness						
Risk Title: Knowledge, skills and awareness **Description:** There is a risk that staff and volunteers are not equipped with the knowledge, skills and awareness to keep children and students safe through ongoing education and training **Risk type:** Organisational	• Child safety and wellbeing training not provided to staff and school council annually • Child safety and wellbeing training is not refreshed or updated where policy, practice or law has changed • Volunteers are not required to undertake child safety training that is appropriate to the nature of their role • Training does not cover all necessary topics • Training is poorly facilitated Also refer to Child Safe Standard 6 risks above	• Inability to identify child safety risks including inappropriate behaviour and signs of harm resulting in increased risk of failing to protect children from child abuse, and underreporting of child safety incidents to relevant staff and authorities • Insufficient understanding about the school's child safety and wellbeing policies, practices, and obligations results in increased risk that they will not be appropriately implemented by staff and volunteers and an increased risk to students of child abuse occurring and of continuing to occur undetected. • Physical and psychological harm as a result of child abuse	• Our Child Safety Policy outlines the controls in place to ensure school council and school staff receive appropriate annual guidance and training on child safety and is implemented • Our Volunteers policy provides information on training for volunteers. • Volunteers that are engaged child-related work are provided with child safety training that is appropriate to the activity and the volunteer's role. This includes reading a summary of the Child Safety Policy and Code of Conduct upon arrival and signing in at the front office. • The school's child safety policies and Four Critical Actions are published for all staff to access on the staff intranet (Compass) • All staff undergo annual mandatory reporting training even if they are not mandatory reporters • Our Learning Support Officers receive annual training on Child Safety from our Wellbeing and Inclusion Teams • Student Wellbeing staff undertake further training as required relevant to child safety and provide advice, resources and information to all staff • Student Wellbeing staff and the Principal team have up to date contact details for external support services for students and families • A record is kept of staff training on Compass for in-house PD and on Edupay for LearnED modules. • School council members undertake annual training on child safety relevant to their role.	Yes	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 8 (Principal)	
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.	• 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 entry and exit points and the ovals • Child safety policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the physical school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety Policy and Child Safety Code of Conduct • Sheds, cleaning closets and storerooms are locked unless in use, with controlled access to keys • School grounds are well lit for after school activities • Students must ask permission from their teacher and have their diary signed to go to the toilet during class times • Entrances and exits to toilets and change rooms have good visibility from other areas of the school	Yes	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 9 (Principal)	

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			• The school has CCTV systems installed in various locations at both campuses in accordance with DET policy • The design of new facilities includes the consideration of child safety risk management • The school maintains current information on intervention orders relating to students • All student medical, first aid and injury incidents are recorded			
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 and accessible via our school website • Acceptable Use Agreements are in place and enforced • Child safety policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the online school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety Policy and Child Safety Code of Conduct • 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. • Students sign the ICT and PED (all mobile devices) Acceptable Use Agreement form – upon enrolling at school. This enforces safe and expected online behaviours. Breaches to this policy have appropriate consequences. The document also outlines cybersafe information. • Cybersafe is explicitly taught as part of the Year 7 Information Technology curriculum • The school's Bullying Prevention Policy and Procedures including expected online behaviours and processes for managing cyber bullying • The school's IT network bans access to inappropriate websites • The school's Photographing, Filming and Recording Students Policy explains to parents/carers how our school will collect, use and disclose photographs, video and recordings of students, how parent/carer consent can be provided and how it can be withdrawn • Students may raise complaints or concerns with any trusted staff member if they are feeling unsafe or wish to report inappropriate online behaviours.	Yes	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 9 (Principal)	

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
	• 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:
			• Government schools – [update the following list of DET policies relevant to your school's activities]
			  o Excursions
			  o NDIS Funded Therapy in Schools
			  o Work Experience
			  o Procurement
			  o Structured Workplace Learning
				Yes	• Identify other actions the school may take using the guidance available at PROTECT Child Safe Standard 9 (Principal)	

Schools must tailor example content to be relevant to the school.
Not tailoring the examples content may result in non-compliance with Child Safe Standard 2 and Ministerial Order 1359.

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*	*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?*

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 Based Apprenticeships and Traineeships
			   ○ School Community Work
			   ○ Purchasing Secondary Courses and Vocational Training from External Providers
			• 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
			• Incursion presenters and visitors/volunteers engaged in child-related work at the school are supervised at all times by a teacher when students are present
			• The school's Excursions Policy and Camps Policy outlines measures for the supervision of students off campus including minimum staff to student ratios
			• The Principal must approve the risk management register for all overnight, interstate and international excursions. School Council are also consulted and involved in the approval chain
			• The school uses the most up-to-date Standard VET Auspiced Contracts to engage RTOs for auspicing of VET subjects for students which includes a clause for compliance with Child Safe Standards
			• The school assesses appropriate employers to provide Structured Workplace Learning for students. The school provides SWL employers with the DET Structured Workplace Learning Guidelines for Employers and the DET Fact sheet for Employers: Child safe standards for workplace learning.
			• The Careers Coordinator, SWL Coordinator and VET Coordinator communicate regularly with students at Structured Workplace Learning placements to enable students to raise concerns
			• Students may raise complaints or concerns with any trusted staff member if they are feeling unsafe at off campus activities or SWL placements			

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*	*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 10 – Review of child safety practices						
Risk Title: Review and improvement **Description:** There is a risk that the implementation of the Child Safe Standards is not regularly reviewed and improved **Risk type:** Organisational	• Failure to regularly review child safety policies, procedures and practices (every 2 years) or following any significant child safety incident • Failure to use analysis of complaints, concerns and safety incidents to inform possible improvements to child safety policies, procedures and practices • Failure to inform families and communities of the outcome of reviews of child safety policies, procedures and practices	• Child safety policy, procedures and practices may become out of date with any new laws or guidance on good practice, compromising the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Child safety policy, procedures and practices may no longer meet the needs of the local school community compromising the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Child safety policy, procedures and practices are not improved as a result of analysis of past complaints, concerns and safety incidents, reducing the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Physical and psychological harm as a result of child abuse	• A register of the school's policies, including those relating to the child safe standards, is kept by the Principal Team (Microsoft Team) to maintain and update our policies according to review cycles or as required by changes to government legislation and guidelines • Following a significant child safety incident or systemic failure, the Principal team reviews and updates any child safety policy, procedure or practice where gaps or improvements are identified • The school records all complaints and concerns to allow staff to monitor areas for improvement in our child safety policies, procedures and practices • The Principal invites parent, staff, student and community members on school council to provide feedback when policies are reviewed • The Principal receives regular updates via email from the DET School Engagement and Compliance Division when policies are amended on the School Policy Templates Portal • All school council meetings and decisions are minuted, stored electronically and archived in print form • A copy of amended child safety policies is provided to staff via Compass	Yes	• Identify other actions the school may take using the guidance available at PROTECT Child Safe Standard 10 (Principal)	
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.	• 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	• 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	• Our suite of child safety policies and procedures address all aspects of the Child Safe Standards • Our staff and relevant volunteers are inducted and trained on our child safety 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	Yes	• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 11 (Principal)	

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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*	*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?*
Risk type: Organisational	implement the policies and procedures due to lack of modelling and support from leaders • Policies and procedures are difficult to understand	• If child safety policies and 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	ensure our own local child safety policies, procedures and practices are informed by best practice and updated where required. • Our Principal receives regular updates from the DET School Engagement and Compliance Division regarding changes to government legislation and guidelines, and ensures that our own local child safety policies, procedures and practices are informed by best practice and updated where required • A summary of our Child Safety Policy is provided to new families in enrolment packs and it is referenced that the full version is accessible via the website • Our Child Safety policies are easily accessible to staff on the whole staff intranet (Compass) • Policies are written in plain language and can be translated for EAL families as required • Student Wellbeing staff maintain current knowledge of child safety guidelines and best practices, and support staff with mandatory reporting requirements • All staff complete annual mandatory reporting professional learning/refreshers • Child safety is a regular item in the school's newsletters and school council			