Child Safe Standards Risk Register – Park Ridge Primary School

Further guidance for completing this template is available on PROTECT.

School name:	Park Ridge Primary School	Responsible staff member:	Assistant Principal Wellbeing
Date endorsed:	February 2025	Endorsed by:	Principal
Next review date:	February 2026	File location:	U Drive - Policy

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 to Aboriginal children's safety if the school fails to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and students are respected and valued
 	
Risk type: Situational, Organisational
	• Racism, discrimination and bullying not adequately managed and addressed
	• Ignorance/lack of awareness
	• Curriculum that doesn't include Aboriginal Australians
	• An unwelcoming environment for Aboriginal children
	• Policy development and review is not consultative
		• Aboriginal children experience physical and psychological harm or abuse because the environment is not culturally safe.
		• Aboriginal children are less likely to trust school staff which may result in them being less likely to report harm or abuse by adults or peers, and make them more vulnerable to harm
		• Aboriginal children do not feel welcome, safe, respected or valued for their diverse and unique identifies which may result in them being less likely to report harm or abuse by adults or peers and make them more vulnerable to harm
			• Our Child Safety Policy outlines the controls in place to establish a culturally safe environment and is implemented. Our school includes provision for Aboriginal Cultural Safety in;
			  o Student Wellbeing and Engagement Policy
			  o Bullying Prevention Policy
			  o 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.
			• We have acknowledgment of the traditional owners on the school website.
			• We display the Aboriginal and Torres Strait Islander flags on the campus
			• School assemblies and events begin with a student-led Acknowledgement of Country
			• SSG meetings and individual education plans
			• Marrung Lead staff working with the broader school community
				Yes	CUST training last undertaken in 2021. CUST training to be booked in for 2026 – (Leadership team)	Term 4 2025

Child Safe Standard 2 – School leadership, governance and culture						
Risk Title: Leadership, governance and culture **Description:** There is a risk to children's safety if child safety and wellbeing is not embedded	• Children's safety is not prioritised • Decision-making power is concentrated in one individual • Unclear accountabilities • Staff and volunteers are unaware of the school's expectations relating to their conduct and role in supporting child safety and wellbeing • Culture of secret keeping	• Children experience physical harm or abuse because of leadership, governance and cultural failures • Children are harmed or abused and it remains undetected or without an appropriate response because the school does not have a culture of child safety and reporting of child safety incidents or concerns • Children are harmed or abused because staff and volunteer roles and responsibilities to	• 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 Responding and Reporting Obligations Policy and Procedures outlines the actions staff must take to report concerns relating	Yes	Other actions our school may take according to the guidance of Child Safe Standard - -Ensure Protect posters can be seen in all areas of the school by staff and students - Include Protect posters in the newsletter regularly	

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in the school's leadership, governance and culture **Risk type:** Organisational, Propensity	• Poor management of conflicts of interest • Lack of leadership on child safety • Poor understanding of the foreseeable risks relating to harm or abuse • Poor recordkeeping and information management practices • Absence of or poor child safety messaging • Poor understanding of recordkeeping and information management • Poor child safety messaging	prevent or report harm or abuse are not clearly communicated • Harm or abuse continues due to poor practices and understanding of information sharing obligation resulting in staff or volunteers not sharing important information to protect children from harm or abuse or conversely, sharing sensitive information inappropriately contributing to further harm to children. • Poor records and record-keeping limits the ability of new principals to become aware of previous concerning staff behaviour • Poor records and record-keeping practices contribute to delays or failures to identify and respond to child safety risks and incidents, causing obstructions to survivors seeking information about their time at the school and compromising the school's ability to monitor for systemic issues that required changes to policy, procedure or practice. • Physical and psychological harm as a result of child abuse	to child safety and our leaders ensure staff are aware of and follow these procedures • Our Child Safety and Wellbeing Policy and Code of Conduct are publicly available and promoted in the school community • This risk register is reviewed annually and after any significant child safety incident or concern • Our Volunteers Policy supports volunteers to understand their obligations on information sharing and recordkeeping • PROTECT posters and the Four Critical Actions are displayed around the school • Records management obligations are met through adherence to the <u>Records Management - School Records Policy</u> and all staff and relevant volunteers understand their obligations on information sharing and record keeping through induction, training and support from leadership.		- Provide staff PL on record keeping and reporting of concerns regarding student safety and wellbeing - Ensure our policies are viewable on the website and provided to all staff, visitors and volunteers through induction processes	
Child Safe Standard 3 – Children are safe, informed and actively participate						
Risk Title: Student empowerment **Description:** There is a risk to children's safety if students are not empowered about their rights, able to participate in decisions affecting them or are not taken seriously **Risk type:** Vulnerability	• Children don't know how to make a complaint or raise a concern or don't feel confident that they will be listened to • Students don't understand their rights • Student input in decision making is not supported or valued • Student contributions or concerns are not taken seriously • Students are not offered sexual abuse prevention education • Students are coerced or silenced by adults at the school • Lack of friendship or peer support • Students who speak a language other than English being unable to access information and prevention programs	• Children experience harm or abuse due to lack of knowledge and empowerment • Children do not feel supported to participate in decisions that affect them and do not feel like they will be listened to, reducing the likelihood that students will seek help or report harm or abuse • Children are not empowered with information about their rights, child safety risks, and sexual abuse prevention, which increases the risk of harm or abuse going unidentified and unspoken • Children do not feel confident or empowered to raise a concern and are unwilling to report harm or abuse • Children experience increased vulnerability to harm or abuse due to a lack of friendship or peer support • Children don't feel confident to discuss safety concerns with their peers, making it more likely that harm or abuse will go unidentified and unspoken	• 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 <u>Resilience, Rights and Respectful Relationships teaching and learning materials</u> • Students ae educated about their rights through RRRR, Berry Street Education and SWPBS activities, lessons and modules. • Friendship and peer support are promoted through our Buddy program, lunchtime clubs, multi-age days and other school-wide activities. • Junior School Council provides opportunity for students to have input into the school environment and student wellbeing	Yes/No	Implementation of the PIVOT Survey Formation of Student Focus Groups	Term 2 Term 1

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Child Safe Standard 4 – Family engagement						

Risk Title: Families and community involvement
 	
Description: There is a risk to children's safety if their families and communities are not informed or involved in promoting child safety and wellbeing
 	
Risk type: Organisational
	• Unwelcoming staff
	• Lack of appreciation of the value of community consultation and engagement
	• The school does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing
	• Lack of staff training, cultural sensitivity or willingness to engage families and communities
		• Children experience harm or abuse due to an issue that may have been resolved if families and communities were engaged in child safety
		• Children do not feel safe or able to actively participate in school life (see Child Safe Standard 1 and 3) because child safety and wellbeing practices were developed without input from families, resulting in practices that do not cover all the diverse needs of all students
		• Children are not protected because families and communities are not engaged in child safety at the school and less likely to be able to support the school to reduce risk by keeping an eye out for unsafe behaviours and raising concerns
		• Children are at increased risk of harm or abuse because families cannot help students identify harm or abuse
		• Children who want to make a complaint are not supported by their families
		• Children may be more vulnerable to harm or abuse due to children and their families being groomed by perpetrators seeking to obtain their trust, and families being unaware of the signs of grooming, harm or abuse
		• 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 because of child abuse.
			• Our Child Safety and Wellbeing and Engagement Policies 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
			• As outlined in our Student Wellbeing and Engagement Policy, we create successful partnerships with parents and carers by:
			
			  - ensuring that all parents have access to our school policies and procedures,
			  - maintaining an open, respectful line of communication between parents and staff
			  - providing parent volunteer opportunities so that families can contribute to school activities
			  - involving families with homework and other curriculum-related activities
			  - coordinating resources and services from the community for families in Student Support Groups and developing individual plans for students
			  - Ongoing family support meetings with wellbeing leaders, teachers, SSS and other allied health professionals
			
			• Compass posts regularly remind parents of supervision hours and alternate before/after school care facilities
			• 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 Compass posts and the school newsletter
			• Child Safe Standards presented to School Council
				Yes	• Promote Respectful Relationships and SWPBS to families	

Child Safe Standard 5 – Equity and diverse needs						
Risk Title: Diversity and equity **Description:** There is a risk to children from diverse cohorts and their safety, if equity is not effectively upheld and diverse needs	• Diverse cohorts have not been identified for targeted support (such as students with disability, students who identify as lesbian, gay, bisexual, trans and gender diverse, intersex, queer and asexual (LGBTIQA+), students in out of home care, international	• Children from diverse cohorts are more vulnerable to harm or abuse because their needs are not respected or accommodated • Children from diverse cohorts do not feel safe, or are not adequately supported for their diverse and specific needs, experience greater risk of harm or abuse and harm and will be less able or willing to report their concerns	• Our Child Safety and Wellbeing and Engagement Policies outline 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,	Yes	• Provide staff training on the diverse needs of students • Seek out expert advice as needed to support inclusion, such as an occupational therapist, speech pathologist etc	

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are not respected in policy and practice
 	
Risk type:
Vulnerability
	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
		• Children experience discrimination which increases a child's vulnerability to harm or abuse and harm and can also mean they are less likely to ask for help or speak up if they have a concern	international students, and lesbian, gay, bisexual, trans and gender diverse, intersex, queer and asexual (LGBTIQA+) students
			• Child safety information, support and complaints processes are culturally safe, accessible and easy to understand
			• Other documents that address diversity and equity include:
			  o Bullying Prevention Policy
			  o Inclusion and Diversity Policy
			
			Our school implements:
			  o Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials
			  o Respectful Relationships whole school approach
			  o SWPBS
			  o Berry Street Education Model
			
			• "Students to note" a standing agenda item during Learning Leaders meetings to highlight students with diverse needs and ensure a consistent, school-wide response.
			
			• We communicate that discrimination and bullying are not tolerated – if incidents of bullying or discrimination occur, address the incident in line with school policy.			

Child Safe Standard 6 – Suitable staff and volunteers						

Risk Title: Suitable staff (including contractors engaged by the school in child-related work)
 	
Description: There is a risk to children's safety if staff are not suitable to work with children or effectively supported to uphold child safety and wellbeing in practice
 	
Risk type:
Organisational, Propensity
	• Poor recruitment and pre-employment screening processes
	• Provision of false information during recruitment
	• Poor management of conflicts of interest
	• Insufficient induction on commencement of working at school
	• Inappropriate behaviour by other adults is not called out due to lack of empowerment or awareness of behaviours of concern
	• Insufficient promotion of the school's commitment to child safety
		• Children experience harm or abuse due to unsuitable staff being appointed at the school
		• Children are harmed because the school does not sufficiently promote its commitment to child safety during recruitment processes, which fails to deter potential predators from seeking employment
		• Children are harmed because during recruitment, history and behaviours of concern relating to suitability to work with children are not identified
		• Children are harmed because conflicts of interests in recruiting staff means child safety is not responded to in an objective manner
		• Children are harmed because staff are not provided with sufficient child safety induction
			• 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
			• All interviews include specific Child Safe questions asked of referees
				Yes		

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	• Lack of child safety culture • Insufficient supervision • Performance management does not focus on or address concerns relating to child safety and wellbeing	and ongoing child safety training which means staff fail to identify child safety risks and signs of harm, and are unable to respond and report appropriately when they form a reasonable belief that harm has occurred • Children are harmed because the school provides insufficient supervision of teaching practice and performance management for existing staff • Children are harmed because the school takes inadequate steps to address concerning staff behaviour • Children are harmed because staff do not understand their role and responsibilities in promoting and supporting child safety				
Risk Title: Suitable Volunteers **Description:** There is a risk to children's safety if volunteers are not suitable to work with children or effectively supported to uphold child safety and wellbeing in practice **Risk type:** Organisational, Propensity	• Screening processes lack sufficient strength to reveal histories and behaviours of concern • Systems, processes, policies and culture do not demonstrate sufficient strength and transparency to deter potential perpetrators from attempting predatory behaviours • Conflict of interest • Lack of child safety culture • Insufficient induction and training • Insufficient supervision	• Children experience harm or abuse due to unsuitable volunteers being appointed at the school • Children are harmed because the school does not sufficiently promote its commitment to child safety, which fails to deter potential predators from volunteering at the school • Children are harmed because volunteers are not provided with sufficient child safety induction which means staff fail to identify child safety risks and signs of harm, and are unable to respond and report appropriately when they form a reasonable belief that harm has occurred • Children are harmed because volunteers receive insufficient supervision • Children are harmed because the school takes inadequate steps to address concerning behaviour (for example removing volunteer from duties or otherwise ensuring the volunteer does not demonstrate further behaviours of concern)	• Volunteer Policy outlines the controls in place to ensure volunteers are suitable to work with children including screening, induction, and ongoing management and supervision • Volunteers engaged to support swimming, sports or our camping program may 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	• Provide a volunteer induction pack for all volunteers engaged in child-safety work that includes – - the Child Safety Code of Conduct - the Child Safety and Wellbeing Policy - procedures for managing complaints and concerns related to child abuse - their responsibilities to children and students, information sharing, reporting obligations and record-keeping obligations (Principal and Assistant Principal)	Term 2
Child Safe Standard 7 – Complaints processes						
Risk Title: Complaints processes **Description:** There is a risk to children's safety if processes for complaints and concerns: - are not designed to be child focused and cannot be readily accessed, understood and used by	• The complaints process is not publicly available • Complaints processes are not written in simple plain English • Children, parents and carers do not trust the process, or find the complaints process culturally unsafe or incompatible with their culture or religious practices	• Children experience harm or abuse because complaints processes are not able to be used by children • Children and their families do not report behaviours of concern, harm or abuse because the complaints process is inaccessible, culturally unsafe, incompatible or unable to be understood • Children do not feel safe to report behaviours of concern, harm or abuse	• Our Complaints Policy outlines the controls in place to ensure students are provided with accessible, culturally safe and easily understood information on raising a complaint or concern • Our Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to harm or abuse	Yes		

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children and the school community; - do not provide clear guidance on responding to complaints and concerns, including reporting to relevant authorities. **Risk type:** Organisational, Vulnerability	• Children, parents and carers do not feel supported to make complaints or raise concerns • Children's input in decision making is not valued • Children, parents and carers concerns/complaints are not taken seriously • Staff child safety responding and reporting obligations are not clearly described and communicated • The school's complaints process is not child-friendly or easy to follow	• Children experience additional harm because the actions in the complaints process are inappropriate or result in insufficient action being taken to protect children • Children experience harm or abuse because safety policies and procedures are not effectively documented or are difficult to understand, resulting in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities • Children are exposed to an increased level of danger due to a person who uses violence in their household (family violence) being made aware of an incident, suspicion or disclosure of harm or abuse being communicated by the school without consideration of safety in the home environment	• The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are publicly available on the school website • The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff • Our Child Safety and Wellbeing Policy sets out all recordkeeping, privacy and information sharing obligations that must be met when responding to complaints and concerns. • All complaints and concerns are managed in accordance with employment law obligations and our school seeks advice from Employee Conduct Branch and Legal Division when dealing with complaints and concerns relating to harm or abuse by a member/former member of staff or school council employee or contractor • Attitudes to School Survey is collected annually and analysed by staff			
Child Safe Standard 8 – Child safety knowledge, skills and awareness						
Risk Title: Knowledge, skills and awareness **Description:** There is a risk to children's safety if staff and volunteers are not equipped with the knowledge, skills and awareness to keep children and students safe through ongoing education and training **Risk type:** Organisational	• Child safety and wellbeing training not provided to staff and school council annually • Child safety and wellbeing training is not refreshed or updated where policy, practice or law has changed • Volunteers are not required to undertake child safety training that is appropriate to the nature of their role • Training does not cover all necessary topics • Training is poorly facilitated Also refer to Child Safe Standard 6 risks above	• Children experience harm or abuse due to staff and volunteers being inadequately equipped with the knowledge and skills to prevent harm or abuse or identify and respond to instances of harm or abuse if they occur • Children experience harm because staff and volunteers do not know how to identify child safety risks including inappropriate behaviour and signs of harm • Children experience harm because the school's child safety and wellbeing policies and practices are poorly understood by staff and volunteers • Children are exposed to continued harm due to lack of staff knowledge, skills and awareness to stop harm or abuse from occurring	• Our Child Safety 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 swimming, sport or our camping program may be provided with child safety training that is appropriate to the activity and the volunteer's role. • We use PROTECT for guidance on: o information to assist them to recognise indicators and risk factors of child harm, o including harm caused by other children and young people, and o the processes to follow if a concern is raised.	Yes/No	• Ensure Child Safety School Council Training is completed by all parents on School Council	
Child Safe Standard 9 – Physical and online environments						
Risk Title: School physical environment **Description:** There is a risk to children's safety if the school's physical environment is not safe, or	• Areas of child safety risk in the school buildings or grounds are not identified, appropriately supervised or managed.	• Children experience harm or abuse because the school physical environment is unsafe • Harm or abuse (either by adults or other students) occurs on school grounds or buildings because the school fails to identify and manage areas of risk in the school's physical environment	• 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	Yes		

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if risks in this environment are not managed or eliminated effectively **Risk type:** Situational		• Children experience harm on school grounds because the school's built environment does not provide for adequate supervision, line of sight or visibility • Children are groomed, harmed or abused by adults connected to the school because the school environment limits supervision or visibility of staff-student interactions	risk including around toilet areas, school boundary and school entrances • 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 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 • Reduced entry and exit points at the school, with gates and signage that directs all visitors to access the site via the Administration Office • Students regularly reminded of out of bounds areas • Garden and Maintenance sheds are locked unless in use, with controlled access to keys • School grounds are well lit for after school activities • Students are required to go to the bathroom with another student during class time			
Risk Title: Online environment **Description:** There is a risk to children's safety if the school's online environment is not safe, or if risks in this environment are not managed or eliminated effectively **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 • Online communication channels between adults working in the school and students are not monitored or have insufficient safeguards to prevent inappropriate one to one communication	• Children experience harm or abuse because the school's online environment is unsafe • Children experience harm if policies, procedures and practices fail to identify and manage areas of risk in the school's online environment • Children are groomed online • Children are harmed or abused as a result of undetected grooming • Children are harmed by other students as a result of the school environment not providing for adequate boundaries, supervision and oversight of online school activities	• 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. • Our school complies with the department's Cybersafety and Responsible Use of Digital Technologies policy and Digital Learning in Schools policy • We use filtering software on school-based devices	Yes	Acceptable Use Agreement to be reviewed and revised according to Departmental advice (Assistant Principal – Wellbeing)	Term 2

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			• We monitor online activity and respond to breaches of the online policies and procedures with appropriate consequences			

Risk Title: Off-site school activities and use of third-party providers
 	
Description:
 	
There is a risk to children's safety if the school's child safety policies, procedures and practices do not adequately address and manage the risk of harm or abuse at school activities off-site and/or school activities involving third party providers.
 	
Risk type:
Situational, Organisational, Propensity, Vulnerability
	• School staff fail to identify and manage risks of harm or abuse occurring during off-site school activities
	• School staff fail to identify and manage risks of harm or abuse by third-party providers engaged by the school
	• School does not consider child safety during procurement processes
	• School does not consider child safety during procurement processes
		• Children experience harm or abuse because the school does not adequately manage safety with third-party providers
		• Children are harmed because policies, procedures and practices fail to identify and manage areas of risk for off-site school activities and school activities that involve third-party providers
		• Children experience harm or abuse because they are transported by adults connected with the school in private vehicles without appropriate oversight from school leadership
			• Our school complies with relevant policies with respect to the following activities, including policy relating to child safety and wellbeing:
			  o Excursions
			  o Procurement
			  o School Bus Program
			  o Work Experience
			• Our school completes an Excursions Risk Register and Emergency Management plan when required under the department's Excursions policy, including for overnight stays, and identifies, records and implements the controls in place to reduce the risk of students being harmed by child safety incidents occurring on the excursion.
			• For off-site school activities and school activities engaging a third-party provider, we identify and assess the risks of harm or abuse that are specific to that activity and ensure appropriate controls are in place.
			• **Camps and Excursions:**
			  o We obtain school approvals for excursions/camps including risk assessment
			  o Camp Leader(s) upon arrival at commercial camp sites conducts briefing with camp site authorities/staff to confirm site arrangements or any updates regarding local conditions
			  o Staff and volunteers conduct area familiarity upon arrival at venue
			  o Child safety considered when determining sleeping arrangements.
			  o Strict staff to student ratios are observed
			  o We complete regular student head counts
			  o All staff members at the camp or excursion have been trained in what to do when an allegation of child abuse is made
			  o Volunteer screening / suitability checks are undertaken in line with the school's Volunteer Policy.
			  o Our Code of Conduct applies in all school contexts.
			
			Procurement and third parties:
				Yes		

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			• We require contractors to provide their Working with Children Clearance upon entry to the school. • All third party providers are required to enter into agreements with the school that include appropriate child safety obligations			
Child Safe Standard 10 – Review of child safety practices						
Risk Title: Review and improvement **Description:** There is a risk to children's safety if the implementation of the Child Safe Standards is not regularly reviewed and improved **Risk type:** Organisational	• Failure to regularly review child safety policies, procedures and practices (every 2 years) or following any significant child safety incident • Failure to use analysis of complaints, concerns and safety incidents to inform possible improvements to child safety policies, procedures and practices • Failure to inform families and communities of the outcome of reviews of child safety policies, procedures and practices	• Children are harmed because safety policy, procedures and practices are out of date with any new laws or guidance on good child safety practice • Children are harmed because child safety policy, procedures and practices no longer meet the needs of the local school community • Children are harmed because child safety policy, procedures and practices are not improved as a result of analysis of past complaints, concerns and safety incidents, reducing the school's ability to protect students from harm or abuse and to respond appropriately to complaints and concerns	• A register of the school's policies relating to the child safe standards, including approvers and review cycles is used to support staff to maintain and update our policies • We determine the causes of child safety incidents and monitor for repeat issues or systemic failures, updating any child safety policy, procedure or practice where gaps or improvements are identified • We have a log of complaints and concerns to allow us to monitor areas for improvement in our child safety policies, procedures and practices. • We inform families through our school's newsletter when child safety and wellbeing policies are being reviewed and ensure they are invited to provide feedback • Child Safety is a standing agenda item in staff and school leadership meetings	Yes	• Include information regarding Child Safety Policy Review in newsletter items (Principal – Term 3)	
Child Safe Standard 11 – Implementation of child safety practices						
Risk Title: Policies and procedures **Description:** There is a risk that policies and procedures do not effectively document how the organisation is safe for children and students and are not effectively implemented by staff and volunteers. **Risk type:** Organisational	• Policies and procedures are developed, but not implemented by school staff • Policies and procedures do not address all actions and measures required under the Child Safe Standards • Policies and procedures are not informed by best practice models and family and community engagement • Staff and relevant volunteers are not provided with an adequate induction or ongoing training and are not properly supported to implement the policies and procedures due to lack of modelling and support from leaders • Policies and procedures are difficult to understand	• Children experience harm or abuse because child safety policies and procedures are not implemented effectively or at all • Children will experience harm because child safety policies and procedures fail to address all aspects of the Child Safe Standards, result in gaps in protection of children and increased risk of harm or abuse • Children are exposed to inappropriate behaviour, groomed, harmed or abused because the school failed to induct, train and support staff and relevant volunteers to implement child safety policies and procedures properly • If child safety policies and procedures are not effectively documented or are difficult to understand it may result in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities increasing the risk of harm or abuse • If child safety policies and procedures are not informed by best practice or family and	• 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	All Staff aware of the Child Safe Code of Conduct – check if in yearly induction pack. Assistant Principal Curriculum – Term 3 upon review of policy	

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?*
	• Policies and procedures are not realistic or feasible • Policies and procedures are unsuitable and may cause additional harm or danger to children	community engagement it may compromise the school's ability to protect children from harm or abuse.				