Child Safe Standards Risk Register template

School name:	Hawkesdale P12 College	Responsible staff member:	John Ralph
Date endorsed:	TBC	Endorsed by:	School Council; March 2025
Next review date:	March 2026	File location:	U:/Admistration/Policies/2025 Child Safe 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* ***Sample content is provided below***	*Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?*	*If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?*	*When will this be done?*
Child Safe Standard 1 – Culturally Safe Environments						
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 • Lowered attendance rates due to diminished sense of school connectedness	• Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented • Student Wellbeing and Engagement Policy • Bullying Prevention Policy • Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Wellbeing and Engagement Policy.	Yes	• The DET is currently considering a Racism Policy to address issues of racism in schools; this will be adopted as school policy once released (Principal) • Adherence to DET expectations around a zero tolerance on all forms of racism, and specifically racism directed at students who identify as being of Jewish and/or indigenous background; application of suspension protocols as required • Adherence to DET expectations around a zero tolerance on all forms of Nazism, including symbols and gestures; application of suspension protocols as required	End of term 3 2025 Ongoing Ongoing
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 within the school community via the College 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 • PROTECT posters and the Four Critical Actions are displayed around the school; the Four Critical Actions are routinely used whenever an issue of sexual abuse is disclosed • Annual PROTECT training provided by the Principal for all school staff, and school councillors • Records management obligations are met through adherence to the Records Management - School	Yes	• Follow all aspects and requirements of the DET School Records Policy • Annual revision with staff of our commitments in our Child Safe policy during PROTECT training • Child safety is a routine discussion item in School Leadership Team meetings and staff meetings. • Child safety is noted as an agenda item at every staff meeting, enabling discussion of policies and raising of concerns. • Child Safety is the underlying basis for all School Council discussions and resolutions, as outlined in PROTECT training • Child Safe policies are readily available on school website	Ongoing First meeting of year Ongoing Ongoing Ongoing Ongoing

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		ability to monitor for systemic issues that required changes to policy, procedure or practice. • Physical and psychological harm as a result of child abuse	Records Policy and all staff and relevant volunteers understand their obligations on information sharing and record keeping through induction, training and support from leadership.			
Child Safe Standard 3 – Child and student empowerment						

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 how this is implemented
			• Our College Complaints Policy details how students can raise complaints and concerns, and is promoted widely to parents and students via the College 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 Resilience, Rights and Respectful Relationships teaching and learning materials
			• Students are educated about their rights through Adolescent Health curriculum, SWPBS and the Lighter Hearts Healthier Minds primary program
			• Friendship and peer support are promoted through Adolescent Health curriculum and welfare staff delivering Tier 1 and 2 programs to develop positive mental health e.g. Peaceful kids
			• Promotion of student voice and agency actions via an active Student Voice Committee, student School Council representatives, leadership/advocacy training for senior School Captains, authentic roles for junior School Captains, training and project development through the Student Leaders Congress, lunchtime clubs conducted by primary school leaders, and student-led Student Voice events in terms 1, 2 and 3
				Yes	• Complete Teen Mental Health First Aid training students and Youth Mental Health first aid with ES and YLC staff, and secondary year levels (Tracey and Cindy)
					• Review Curriculum to:
					1. Develop strategies to deliver appropriate education to students about:
					  a. standards of behaviour for students attending the school;
					  b. healthy and respectful relationships (including sexuality);
					  c. resilience; and
					  d. child abuse awareness and prevention.
					2. Ensure that curriculum plans explicitly teach safe, responsible and ethical online behaviours.
					3. Build awareness of bullying through school wide events such as Do It For Dolly Day.
					• Communicate issues and resources to parents through newsletter, website and Acceptable Use Agreement
					• Promote Schools TV as a comprehensive online resource to support parenting and discussion about contemporary issues at home
					• Use Mental Health Fund money to action Mental Menu items with a focus on building student wellbeing.
					• Nurture Room training, staffing and programming to support targeted year levels of students
						End of term 3 2025
						
						End term 3 2025
						
						Ongoing
						
						Annually
						
						Ongoing
						
						Ongoing
						
						Annually
						
						Ongoing

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.	• Our Child Safety and Wellbeing Policy outlines the controls in place to engage families in the life of our school • All child safety and wellbeing policies and procedures are publicly available and promoted in the school community via our College website • 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 website and newsletters • Regular activities in place across the year to engage our wider school community eg: welcome	Yes	• Involve School Council in PROTECT training and in supplying feedback about Child Safe policies • Ensure that up to date Child Safe policies are always available on our College website	Annually Ongoing

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		• 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	back to school bbq; parent and staff coffees on the first day of the year; primary and secondary assemblies; canteen volunteerism; an active Parents and Friends group; Grandparent's Day; Book Week celebrations etc			
Child Safe Standard 5 – Diversity and equity						

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 LGBTQIA+, students in out of home care, EAL 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 diversity within our school, and the ways in which the policy is implemented
			• Student Wellbeing and Engagement Policy outlines how the school pays particular attention to the needs of students with disability, students who identify as LGBTQIA+, students in out of home care, EAL students and students who are culturally and linguistically diverse
			• Child safety information, support and complaints processes are culturally safe, accessible and easy to understand
			• Bullying Prevention Policy
			• Inclusion and Diversity Policy
			• Implement:
			  o Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials
			  o Respectful Relationships whole school approach
				Yes	• Review Child Safety and Wellbeing Policy to ensure it outlines controls in place to support equity and diverse needs. (Wellbeing team)
					
					• Review Student Wellbeing and Engagement policy in terms of addressing diverse needs. (Wellbeing team)
					
					• The DET is currently considering a Racism Policy to address issues of racism in schools; this will be adopted as school policy once released (Principal)
					
					• Review Curriculum to develop strategies to deliver appropriate education to students about:
					
					  - standards of behaviour for students attending the school;
					  - healthy and respectful relationships (including sexuality);
					  - resilience; and child abuse awareness and prevention.
					  - Ensure that curriculum plans explicitly teach safe, responsible, and ethical online behaviours
						End of term 3 2025
						
						End of term 3 2025
						
						End of term 3 2022
						
						Ongoing

Child Safe Standard 6 – Suitable staff and volunteers						

Risk Title: Suitable staff (including contractors engaged by the school in child-related work)
 	
Description: There is a risk that staff are not suitable to work with children or effectively supported to uphold child
	• Poor recruitment and pre-employment screening processes
	• Provision of false information during recruitment
	• Poor management of conflicts of interest
	• Insufficient induction on commencement of working at school
	• Inappropriate behaviour by other adults is not called out due to lack
		• 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
			• Our Child Safety and Wellbeing 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 and Wellbeing Policy are implemented
				Yes	• Ensure that all new staff are inducted in school's child safety policies.
					
					• Child Safety Induction pack training (Principal)
					
					• Ensure that all staff are taken through an update of school Child Safety Policies and actions at the beginning of each year (Principal)
						As required
						
						As required
						
						First meeting of each year

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Provide a risk title and short description.	*Describe the causes of the child safety risk.*	*Describe the consequences for children if the child safety risk happens*	*Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk* *Sample content is provided below*	*Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?*	*If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?*	*When will this be done?*
safety and wellbeing values in practice **Risk type:** Organisational, Propensity	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 • 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	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	• Visitors Policy outlines the controls in place to ensure volunteers are suitable to work with children including screening, induction, and ongoing management and supervision; this includes 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		• WWC checks for each new volunteer who enters the school; updated WWC Register to record volunteer registrations (Admin Staff) • VIT cards updated and recorded for each staff member annually (Admin Staff) • Ensure that all volunteers are aware of the importance that our school has in ensuring that the Child Safe Standards are always met. This will be via an induction process and thorough screening of volunteers. (Principal) • Review Visitor's Policy (Principal)	Ongoing Ongoing Ongoing Annually
Child Safe Standard 7 – Child-focussed 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 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 Policy and Procedures are publicly available on the school website • The Complaints Policy and Child Safety Responding and Reporting 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	• Review current Complaints Policy to ensure that it meets Child Safe Standard. (Principal)	End of term 1 2025
Child Safe Standard 8 – Child safety knowledge, skills and awareness						
Risk Title: Knowledge, skills and awareness	• Child safety and wellbeing training not provided to staff and school council annually	• Inability to identify child safety risks including inappropriate behaviour and signs of harm resulting in increased risk of failing	• Our Child Safety and Wellbeing Policy outlines the controls in place to ensure school councillors and school staff receive appropriate annual	Yes	• Ensure that Child Safe and Wellbeing training occurs annually for staff and school council. (Principal)	First meeting of the year.

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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 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	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	guidance and training on child safety, and is implemented • Our Visitors Policy provides information on training for volunteers. • Visitors Policy outlines the controls in place to ensure volunteers are suitable to work with children including screening, induction, and ongoing management and supervision; this includes 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 • Annual refresh about Child Safe Standards and PROTECT at first school council and staff meeting each year. • Ensure that contractors are working outside of school hours when possible. If required to work during school hours they do not do so during recess and lunchtimes. They work in clearly defined locations and are made aware of school child safe commitments. Regular check in with any contractor on site.			
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 expected and trained to actively patrol the school grounds, paying particular attention to secluded areas that have been identified as high risk including out of bounds areas. • Child Safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the physical school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct • Students advised that the other side of the oval is out of bounds. Yard duty teacher visits area to ensure no one is in that area as it is out of sight. • Sheds and storage cupboards are locked unless in use • School grounds are well lit for after school activities • Toilets and changing rooms are in a central area of the school and the entrance and exit has good visibility from other areas of the school.	Yes/No	• Staff reminded to lock spaces that are not in use. (School leadership) • Annual refresh of Yard duty and Supervision policy with staff. (Principal) • Child Safe an agenda item on all staff meetings.	Ongoing Term 1 each year Ongoing

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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. • Ensure staff are included in any Microsoft Teams that students use.	Yes/No	• Develop a Digital Learning policy in consultation with staff and school council. (Principal) • Review Child Safety and wellbeing policy to ensure it meets new standards particularly in relation to online environment. (Principal)	Review annually Review annually

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:
			• DET policies relevant to our school's activities
			  o Excursions
			  o NDIS Funded Therapy in Schools
			  o Work Experience
			  o Procurement
			  o Structured Workplace Learning
			  o School Based Apprenticeships and Traineeships
			  o School Community Work
			  o 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.
				Yes/No	• Ensure all risk assessments for out of school activities strictly adhere to Child Safe Standards (Principal)	Ongoing

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	• 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. This will occur at least every two years or as issues are raised • IRIS alerts via Edusafe Plus will be routinely recoded where incidents involving breaches or incidents of child safety at school occur • 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	Yes/No	• Review Policy register and ensure that it is followed and published for public viewing via our College website (Principal)	Annually

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		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	• We have Child Safe reporting as an agenda item on every staff meeting, which allows for issues or weaknesses to be raised. • We inform families through our school newsletter when child safety and wellbeing policies are being reviewed and ensure they are invited to provide feedback			
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	• School student wellbeing team champion Child Safety procedures and ensure that policies are being updated, communicated, and followed (Wellbeing team) • Introduction of a new wellbeing role in 2025 – the Mental Health and Wellbeing Leader; this role will have oversight of all wellbeing practices within the school, ensuring that support reaches primary and secondary students in a timely and targeted manner • Ensure record keeping is in line with Child Safety responding and reporting obligations policy and procedures (Principal)	Ongoing Beginning of term 1 2025