Child Safe Standards Risk Register template

Further guidance for completing this template is available on PROTECT.

School name:	**Fitzroy High School**	**Responsible staff member:**	**Principal**
Date endorsed:	**June 2025**	**Endorsed by:**	**School Council**
Next review date:	June 2026	**File location:**	**School Council folder, Leadership Team folder, 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*** ***Sample content is provided below***	***Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?***	***If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?***	***When will this be done?***
Child Safe Standard 1 – Aboriginal cultural safety						
Risk Title: Culturally safe environments **Description:** There is a risk to Aboriginal children's safety if the school fails to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and students are respected and valued **Risk type:** Situational, Organisational	●Racism, discrimination and bullying not adequately identified, managed and addressed ●Ignorance/lack of awareness ●Culturally insensitive curriculum content that doesn't acknowledge and teach Aboriginal perspectives. ●An unwelcoming environment for Aboriginal children ●Policy development and review is not consultative ●Lack of visible representation. ●Staff unaware of how to support Aboriginal children. ●Risk of parents of Aboriginal children losing confidence in the school's ability to support and educate their children.	●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 identities which may result in them being less likely to report harm or abuse by adults or peers and make them more vulnerable to harm. ●Parents are less likely to engage with the school.	●Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented ●Other relevant documents include: ● Action Plan, aboriginal Learning, Wellbeing and Safety ○ 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. ●Annual recognition and celebration of Reconciliation week and sorry day. ●Partnering with Koori Engagement Support Officer to make sure that Aboriginal Voice is a part of decision making in matters that affect Aboriginal students. ●Beginning school meetings, assemblies and events with an Acknowledgement of Country. ●Plaques displayed to Acknowledge Country and Traditional Owners. ●Curriculum includes English texts that are both about First Nations communities and written by First Nations authors. ● Small group interventions will be considered for students who feel culturally unsafe. ● Support for parents of Aboriginal children will be considered including engaging the Koori Engagement Support Officer to make sure that parents feel heard and understood.	Yes	●Continue to build schoolwide knowledge of Aboriginal histories, cultures, perspectives and values through further professional development. (Prin/Aps) ●Review curriculum regularly for inclusivity (Teaching and Learning LT) ●Add further key events and anniversaries to school calendar. (Prin/AP)	
Child Safe Standard 2 – School leadership, governance and culture						
Risk Title: Leadership, governance and culture	●Children's safety is not prioritised ●Decision-making power is concentrated in one individual	●Children experience physical harm or abuse because of leadership, governance and cultural failures	●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	Yes	● Develop and deliver training to the principal, school council and staff about:	

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Description: There is a risk to children's safety if child safety and wellbeing is not embedded in the school's leadership, governance and culture **Risk type:** Organisational, Propensity	●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 harm or abuse ●Poor recordkeeping and information management practices ●Poor child safety messaging ●Lack of effective child safety risk management strategy. ●Failure to ensure that appropriate guidance and training is provided to the individual members of the school council and school staff about child safety. ●Failure to review child safe policies following significant child safety events	●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 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 or student behaviours. ●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.	●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 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 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. ●A child safety officer/leader for the school is appointed. ●Staff, volunteers, visitors and contractors receive induction regarding the school's child safety policies, procedures and practices.		- individual and collective obligations and responsibilities for managing the risk of injury/child abuse - child abuse risks in the school environment; and - the school's current child safety standards ● Develop strategies to deliver appropriate education to students (See *A Guide to Support Victorian Schools to Meet Child Safe Standard 7* , and Empowerment and participation of children) about: - standards of behaviour for students attending the school; - healthy and respectful relationships (including sexuality); - resilience; and - child abuse awareness and prevention. ● Inclusion of child safety obligations in staff position descriptions. ● Introduce child safety as a standard discussion item on School Leadership Team meetings, staff meetings and School Council meetings. ● Ensure training is delivered for record management obligations and information sharing.	
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	●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	●Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented ●Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students ●Student Wellbeing and Engagement Policy outlines the controls in place to ensure student wellbeing is supported and prioritised ●Students are provided with age-appropriate sexual abuse prevention programs and relevant related information through Resilience, Rights and Respectful Relationships teaching and learning materials ●Students are educated about their rights through - Providing age-appropriate safety and wellbeing programs and incursions	Yes	●Strengthen peer support for safety and wellbeing by carrying out whole school wellbeing assessment surveys, including discussion of healthy boundaries for friendship. ●Schedule yearly review of wellbeing education plan to identify areas for adaptation/improvement for students with disabilities and/or CALD students. ●Review wellbeing and safety education plans following significant child safety events. ●Continue with current implementation and development of school wide positive behaviour supports and practices.	

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	● Students with disabilities unable to access/understand sexual abuse prevention programs. ● Students with disabilities not understanding how to raise concerns.	● 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	- Advisory/pastoral care classes - Resilience, rights and respectful relationships program. - School-wide positive behaviour support framework. - SRC ● Friendship and peer support are promoted through - Transition programs - Peer support program - Sports leader program ● Students are taught about bullying, racism, ableism and sexism through our Advisory program and our Health program. We aim to teach our students how to be positive upstanders. ● In our 6-7 transition process, we communicate with primary schools and parents to ensure we know our incoming students prior to them starting high school with us. This allows us to group them with other students whom we think they will be likely to form friendships with. ● Students are regularly involved in workshops where their opinions are sought. ● Students are involved in planning whole school assemblies.			
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 ● Parents from culturally and linguistically diverse backgrounds facing barriers in reporting concerns. ● Vulnerable families disengaged due to mistrust or past trauma. ● Miscommunications between staff and families about incidents or concerns. ● Limited opportunity for families to provide input into child safety planning.	● 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	● Our Child Safety and Wellbeing Policy outlines the controls in place to engage families and is implemented ● All child safety and wellbeing policies and procedures are publicly available and promoted in the school community ● Families and the school community are invited to have a say in the development and review of child safety and wellbeing policies, procedures and practices through contacting the school directly, through School Council, through the child safety officer, the school website and school newsletter. ● Staff qualified in trauma informed practices through the Berry St model are available to support families. ● Our school collaborates with organisations such as 'Yarra Communities That Care' and 'Tuning into Teens' and we frequently invite our parent community to participate in workshops and webinars run by these organisations. ● Local community organisations, and multi-cultural aids are consulted to inform and support families. ● Parent engagement in child safety information sessions is actively promoted through newsletters and Compass. ● Translators regularly engaged for CALD families.	Yes	● Provide families with information about children's rights through newsletters and further parent information evenings such as VCE information evenings and open evenings. ● Through parent/teacher interviews, offer families information on how they can engage with the school in matters relating to school approaches to child safety topics. ● Provide families with take home information to help them talk to their children about safety and wellbeing. ● Promote respectful relationships education to families.	

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		their trust, and families being unaware of the signs of grooming, harm or abuse.	● Important information regarding child safety is provided in multiple languages.			
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 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, trans and gender diverse, intersex, queer and asexual (LGBTIQA+), 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.	● 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. ● 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.	● Our Child Safety and Wellbeing Policy outlines the controls in place to support equity and diverse needs and is implemented. ● Our Student Wellbeing and Engagement Policy outlines how the school pays particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and lesbian, gay, bisexual, 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. ● If your school has other documents that address diversity and equity include these here, such as: ○ Bullying Prevention Policy ○ Inclusion and Diversity Policy ● Our school addresses any incidents of harm, abuse or unfair treatment in accordance with our Wellbeing and Engagement policy and any bullying incidents in accordance with our Bullying policy. ● Our school is a partner school in Respectful Relationships and we teach the Rights, Resilience and Respectful Relationships curriculum at all year levels. We run ongoing professional learning with our staff around how to effectively pull up behaviour that is discriminatory or non-inclusive. ● Our school supports students from particular cohorts to establish groups or clubs. ● Our school runs annual celebrations and awareness building activities. We have a dedicated week each term where the focus is on celebrating and educating our staff and students about: ○ Term 1- Other cultures (Harmony week) ○ Term 2- Indigenous history (Reconciliation week) ○ Term 3- LGBTIQ+ focus (Wear it Purple) ○ Term 4- Disability Visibility	Yes	●	

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Child Safe Standard 6 – Suitable staff and volunteers						
Risk Title: Suitable staff (including contractors engaged by the school in child-related work) **Description:** There is a risk to children's safety if staff are not suitable to work with children or effectively supported to uphold child safety and wellbeing in practice **Risk type:** Organisational, Propensity	● Poor recruitment and pre-employment screening processes. ● Provision of false information during recruitment. ● Poor management of conflicts of interest. ● Insufficient induction on commencement of working at school. ● Inappropriate behaviour by other adults is not called out due to lack of empowerment or awareness of behaviours of concern. ● Insufficient promotion of the school's commitment to child safety. ● Lack of child safety culture. ● Insufficient supervision. ● Performance management does not focus on or address concerns relating to child safety and wellbeing.	● Children experience harm or abuse due to unsuitable staff being appointed at the school. ● Children are harmed because the school does not sufficiently promote its commitment to child safety during recruitment processes, which fails to deter potential predators from seeking employment. ● Children are harmed because during recruitment, history and behaviours of concern relating to suitability to work with children are not identified. ● Children are harmed because conflicts of interests in recruiting staff means child safety is not responded to in an objective manner. ● Children are harmed because staff are not provided with sufficient child safety induction and ongoing child safety training which means staff fail to identify child safety risks and signs of harm, and are unable to respond and report appropriately when they form a reasonable belief that harm has occurred. ● Children are harmed because the school provides insufficient supervision of teaching practice and performance management for existing staff. ● Children are harmed because the school takes inadequate steps to address concerning staff behaviour. ● Children are harmed because staff do not understand their role and responsibilities in promoting and supporting child safety.	● Our Child Safety and Wellbeing Policy outlines the controls in place: ○ for child safe recruitment and screening practices for staff. ○ to ensure staff are provided with an appropriate induction in the school's child safety policies and practices. ○ to ensure ongoing supervision and management of staff is focused on child safety and wellbeing ● All actions and strategies outlined in our Child Safety and Wellbeing Policy are implemented ● All staff complete a 'child safety' professional learning annually. ● All staff complete the DE mandatory reporting module annually. ● Our School Council completes the 'DET child safety for School Council' module annually.	Yes	● Identify and insert any other actions your school plans to take using the guidance	
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	● 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 help in activities and events such as breakfast club, excursions, camps, incursions, fundraising events, school productions or performances, bake sales, sports events, classroom support, or School Council related meetings or activities 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.	Yes		

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		concerning behaviour (for example removing volunteer from duties or otherwise ensuring the volunteer does not demonstrate further behaviours of concern).	● 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.			
Child Safe Standard 7 – Complaints processes						
Risk Title: Complaints processes **Description:** There is a risk to children's safety if processes for complaints and concerns: - are not designed to be child focused and cannot be readily accessed, understood and used by children and the school community; - do not provide clear guidance on responding to complaints and concerns, including reporting to relevant authorities. **Risk type:** Organisational, Vulnerability	● The complaints process is not publicly available. ● Complaints processes are not written in simple plain English. ● Children, parents and carers do not trust the process, or find the complaints process culturally unsafe or incompatible with their culture or religious practices. ● Children, parents and carers do not feel supported to make complaints or raise concerns. ● Children's input in decision making is not valued. ● Children, parents and carers concerns/complaints are not taken seriously. ● Staff child safety responding and reporting obligations are not clearly described and communicated. ● The school's complaints process is not child-friendly or easy to follow.	● Children experience harm or abuse because complaints processes are not able to be used by children. ● Children and their families do not report behaviours of concern, harm or abuse because the complaints process is inaccessible, culturally unsafe, incompatible or unable to be understood. ● Children do not feel safe to report behaviours of concern, harm or abuse. ● Children experience additional harm because the actions in the complaints process are inappropriate or result in insufficient action being taken to protect children. ● Children experience harm or abuse because safety policies and procedures are not effectively documented or are difficult to understand, resulting in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities. ● Children are exposed to an increased level of danger due to a person who uses violence in their household (family violence) being made aware of an incident, suspicion or disclosure of harm or abuse being communicated by the school without consideration of safety in the home environment.	● Our Complaints Policy outlines the controls in place to ensure students are provided with accessible, culturally safe and easily understood information on raising a complaint or concern. ● Our Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to harm or abuse. ● The Complaints Policy and Child Safety. Responding and Reporting Obligations Policy and Procedures are publicly available on the school website. ● The Complaints Policy and Child Safety. Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff. ● Our Child Safety and Wellbeing Policy sets out all recordkeeping, privacy and information sharing obligations that must be met when responding to complaints and concerns. ● All complaints and concerns are managed in accordance with employment law obligations and our school seeks advice from Employee Conduct Branch and Legal Division when dealing with complaints and concerns relating to harm or abuse by a member/former member of staff or school council employee or contractor. ● Our Families have access to a 'communication support tree' where they can easily identify who the best person is to contact for different matters regarding their child's education, wellbeing or safety.	Yes	● We will look to get the 'communication support tree' translated to more languages.	
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	● 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.	● 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	● Our Child Safety and Wellbeing Policy outlines the controls in place to ensure school council and school staff receive appropriate annual guidance and training on child safety and is implemented. ● Our Volunteers policy provides information on training for volunteers. ● Volunteers that are engaged to be members of School Council or subcommittees, or to assist with school activities onsite such as the Breakfast Club or the Kitchen Garden, are provided with child safety training that is appropriate to the activity and the volunteer's role.	Yes	● Identify staff to attend information sharing and family violence reforms training, available as online webinars or eLearning modules. ● Offer a range of optional and compulsory education and training activities, for example E-learning modules, for example the National Principles for Child Safe Organisations modules.	

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Risk type: Organisational	●Training does not cover all necessary topics. ●Training is poorly facilitated. Also refer to Child Safe Standard 6 risks above	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 Year Level Leaders get regular secondary consultations with the wellbeing team regarding the students. We also discuss any specific, concerning trends in Wellbeing & Engagement leadership meetings. ●Our internal processes for 'managing serious incidents' makes it clear that staff can consult with the Child Safety Officer at any time about any concerns they may have regarding child safety. No staff member should have to feel that they have to shoulder the responsibility of making a decision about whether to report an incident, alone. ●We run annual professional learning around Mandatory Reporting and Child Safety.		● Use the Child Safety Action List (DOCX, 110KB) to ensure all actions are being taken.	
Child Safe Standard 9 – Physical and online environments						
Risk Title: School physical environment **Description**: There is a risk to children's safety if the school's physical environment is not safe, or if risks in this environment are not managed or eliminated effectively **Risk type:** Situational	●Areas of child safety risk in the school buildings or grounds are not identified, appropriately supervised or managed.. ●Learning areas that have low visibility e.g. gym. ●School perimeter has low fences and could allow members of the public to attempt contact with students. ●Travel between Fitzroy High School and Wurun Senior Campus for Year 10 students undertaking an early VCE subject. ●School fails to monitor who is on-site and their contact with students.	●Children experience harm or abuse because the school physical environment is unsafe. ●Harm or abuse (either by adults or other students) occurs on school grounds or buildings because the school fails to identify and manage areas of risk in the school's physical environment. ●Children experience harm on school grounds because the school's built environment does not provide for adequate supervision, line of sight or visibility. ●Children are groomed, harmed or abused by adults connected to the school because the school environment limits supervision or visibility of staff-student interactions.	●Yard Duty and Supervision Policy outlines supervision processes and requirements with a focus on child safety. ●Yard duty staff are trained to actively patrol the school grounds, paying particular attention to secluded areas that have been identified as high risk including school perimeter where there are low fences and bathrooms. ●Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the physical school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct. ●Visitor and contractor sign-in process and requirement that visitors/contractors wear a lanyard. ●Regular reminders to staff to approach unaccompanied visitors at the school and monitor the school perimeter. ●Entry and exit points to the school are monitored by yard duty staff before and after school and during break times when students may be present there. ●Students advised that the basketball court is locked and unavailable until a supervising teacher is present. ●Clear windows and walls for enhanced visibility of occupants. ●Garden sheds and store cupboards are locked unless in use, with controlled access to keys	Yes/No	●Regular consideration and review of physical spaces to improve passive supervision. (e.g. placement of convex mirrors, lighting). ●Enhance staff understanding of passive supervision during transition times. Immediately before or after classes, in between sessions 2-3. ●Improve visitor visibility (coloured vests, name tags)	

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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*** ***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?***
			● Access to isolated, internally lockable, hidden or darkrooms or environments at the school is restricted or prevented. ● School grounds are well lit for after school activities. ● Toilets and changing rooms are located in a central area of the school and the entrance and exit has good visibility from other areas of the school. ● When works are being completed on the school grounds, yard duty staff are made aware and the area is made unavailable to students. ● Staff offices are strategically placed amongst the classrooms most often used by that specific year level. This allows for a constant teacher presence around areas where students congregate.			
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. ● Our school reminds staff each school year that they are only permitted to use school-approved platforms that can be monitored, such as Compass and/or school email, to communicate with students. ● All Year 7 students complete the e-safety commissioner's digital licence. ● Anti-bullying programs that also address cyber bullying are being run at every year level. ● Mobile phone policy is regularly reviewed and updated to minimise online risk during school hours.	Yes/No		

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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.
	● School lack of awareness of local conditions (unknown people and environments).
	● Failure to monitor who is in the vicinity of off-site activity (unknown people).
	● Failure to ensure that all work experience risk management practices and department requirements are adhered to.
	● Failure to ensure staff are aware of child safe requirements for work experience.
	● Lack of appropriate risk management practices in place for the work place.
		● 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:
			  ● Excursions
			  ● Work Experience
			  ● Procurement
			  ● School Based Apprenticeships and Traineeships
			  ● School Community Work
			  ● Purchasing Secondary Courses and Vocational Training from External Providers
			  ● Community VCAL
			
			● 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. This includes activities such as: camps, student leadership programs, TAFE and university visits, school and regional organised sporting activities, ACMI, museums, movie theatres and other art and cultural experience providers, work experience providers.
			  ● Appropriate school approvals for excursions/camps including risk assessment.
			  ● Team 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.
			  ● Team Leader(s) following briefing with authorities brief teaching / support staff of any updates.
			  ● Staff and volunteers conduct area familiarity upon arrival at venue.
			  ● Staff to student ratios are observed.
			  ● Regular student head counts.
			  ● All staff members at the camp or excursion. have been trained in what to do when an allegation of child abuse is made
			  ● Recording your actions: responding to suspected child abuse template is readily available to all staff.
			
			Procurement and third parties:
			  ● We require contractors to provide their Working with Children Clearance upon entry to the school.
			  ● We provide contractors with a copy of the Child Safety Code of Conduct and Child Safety and Wellbeing Policy
				Yes	● Strengthen the development of the school excursion policy
					● Include a post excursion review to recognise any risks of potential child safety concerns and planned responses.
					● For camps, team leaders to conduct end of day review to identify any potential child safety issues.	

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			● All third party providers are required to enter into agreements with the school that include appropriate child safety obligations **Work experience and structured workplace learning** ● The Department's Work Experience Policy must be adhered to for each Workplace Learning Option prior, during, and following the period of Work Placement. ● Information provided to employer about the Child Safe Standards and acceptable and unacceptable behaviours in dealing with students, including the Fact Sheet for Employers: Child Safe Standards and Workplace Learning. ● Employer provided with a copy of the school's Child Safety Policy and Code of Conduct. ● Work Experience Coordinator is available as a contact person for the student for the period of the arrangement. ● Our students have the Work Experience Coordinator's contact details to report any incidents. ● Work Experience Coordinator visits or contacts new employers prior to work experience to ensure that an appropriate program is organised for the student. ● We keep a database of information about work experience placements, including any issues regarding employers. This is referenced when assessing potential placement options and action is taken to mitigate any identified risks.			
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 conduct review of complaints, concerns and safety incidents to inform possible improvements to child safety policies, procedures and practices. ● Failure to incorporate findings of reviews into policy. ● Failure to inform families and communities of the outcome of	● Children are harmed because safety policy, procedures and practices are out of date with any new laws or guidance on good child safety practice. ● Children are harmed because child safety policy, procedures and practices no longer meet the needs of the local school community. ● Children are harmed because child safety policy, procedures and practices are not improved as a result of analysis of past complaints, concerns and safety incidents, reducing the school's ability to protect 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. ● A working group (led by the child safety champion) is established to review child safety policies and procedures ● Through leadership meetings we establish 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. ● Incident reporting is maintained through compass and edusafe with a record of actions and outcomes.	Yes/No	● Maintain an audit log of complaints and concerns outside of compass to allow us to monitor areas for improvement in our child safety policies, procedures and practices. ● Formalise and document a process and timeline for the analysis of complaints, concerns and safety incidents to identify causes and any possible failures. ● Further development of a staff handbook to ensure all compliance information included and regularly updated.	

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	reviews of child safety policies, procedures and practices. ● Failure to maintain a system for tracking incidents with the actions taken. ● Failure to consistently apply updated practices across the school and campuses.		● All policy updates are communicated through staff meetings and, depending on the nature and significance of the update, are shared with absent staff via meeting minutes or follow-up PD sessions. ● 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 meetings, school leadership meetings and School Council meetings.			
Child Safe Standard 11 – Implementation of child safety practices						
Risk Title: Policies and procedures **Description:** There is a risk that policies and procedures do not effectively document how the organisation is safe for children and students and are not effectively implemented by staff and volunteers. **Risk type:** Organisational	● Policies and procedures are developed, but not implemented by school staff. ● Policies and procedures do not address all actions and measures required under the Child Safe Standards. ● Policies and procedures are not informed by best practice models and family and community engagement. ● Staff and relevant volunteers are not provided with an adequate induction or ongoing training and are not properly supported to implement the policies and procedures due to lack of modelling and support from leaders. ● Policies and procedures are difficult to understand. ● Policies and procedures are not realistic or feasible. ● Policies and procedures are unsuitable and may cause additional harm or danger to children.	● Children experience harm or abuse because child safety policies and procedures are not implemented effectively or at all. ● Children will experience harm because child safety policies and procedures fail to address all aspects of the Child Safe Standards, result in gaps in protection of children and increased risk of harm or abuse. ● Children are exposed to inappropriate behaviour, groomed, harmed or abused because the school failed to induct, train and support staff and relevant volunteers to implement child safety policies and procedures properly. ● If child safety policies and procedures are not effectively documented or are difficult to understand it may result in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities increasing the risk of harm or abuse. ● If child safety policies and procedures are not informed by best practice or family and community engagement it may compromise the school's ability to protect children from harm or abuse.	● Our suite of child safety and wellbeing policies and procedures address all aspects of the Child Safe Standards. ● Our staff and relevant volunteers are inducted and trained on our child safety and wellbeing policies, procedures and practices and are supported to implement them. ● Our school leaders champion and model our child safety policies, procedures and practices and address any performance concerns relating to staff conduct or implementation. ● Our Child Safety Champion regularly reviews PROTECT guidance and other relevant policies to ensure our own local child safety policies, procedures and practices are informed by best practice and updated where required. ● Our Child Safety Champion is our Wellbeing and Inclusion Leader, who regularly meets and discusses student wellbeing and safety with year level leaders and other members of staff. ● We have created an internal process around how to report disclosures of violence and sexual abuse and our wellbeing team supports any staff member throughout the whole process.	Yes	Increase child safety and wellbeing visibility with increased discussion at parent meetings and school assemblies. Include child safety topics in staff bulletins.	

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