

Child Safe Standards Risk Register

Guidance for completing this template is available on [PROTECT](#).

School name:	Victoria University Secondary College	Responsible staff member:	Elaine Hazim, College Principal
Date endorsed:	15 th June 2022	Endorsed by:	College Board
Next review date:	June 2024	File location:	Sharepoint (electronic) and Principal's Office (printed)

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
Provide a risk title and short description.	Describe the causes of the child safety risk.	Describe the consequences for children if the child safety risk happens	Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk	Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?	If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?	When will this be done?
Child Safe Standard 1 – Aboriginal cultural safety						
Risk Title: Culturally safe environments Description: There is a risk that the school fails to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and students are respected and valued Risk type: Situational, Organisational	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented Other documents that address Aboriginal cultural safety and inclusion, and address racism, discrimination and bullying that are implemented: <ul style="list-style-type: none"> Student Engagement and Management Policy Bullying and Harassment Policy and Procedures Inclusion and Diversity Policy Each ATSI student has a Cultural Plan which sets out individual learning goals to increase confidence and engagement. Student Support Group meetings are held for each ATSI student and their parent to discuss progress and review goals All students are educated in Aboriginal histories, cultures, perspectives, values, skills and attitudes via the Victorian Curriculum. Aboriginal parents are actively encouraged to support their children's education and school engagement. Meetings and school events begin with an Acknowledgement of Country ATSI flags are displayed at both campuses Staff undergo Community Understanding Safety Training (CUST) facilitated by the DET Koorie Education Officer. The SWVR Koorie Engagement Office is utilised to support ATSI students We recognise key Aboriginal events throughout the year School events are held annually to celebrate cultural diversity such as Multicultural Day ATSI students and parents are encouraged to join school council. 	Yes		

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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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 ability to monitor for systemic issues that required changes to policy, procedure or practice. • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • Our Child Safety and Wellbeing Policy outlines the controls in place to ensure a child safe culture is embedded across the school and is implemented • Our Child Safety Code of Conduct is adopted and actively enforced by school leadership. Inconsistent staff, contractor or volunteer conduct is swiftly addressed. • Our Child Safety and Wellbeing Policy and Code of Conduct are publicly available and promoted in the school community • This risk register is reviewed annually and after any significant child safety incident or concern • Our Volunteers Policy supports volunteers to understand their obligations on information sharing and recordkeeping • PROTECT posters and the Four Critical Actions are displayed around the school • Records management obligations are met through adherence to the Records Management - School Records Policy and all staff and relevant volunteers understand their obligations on information sharing and record keeping through induction, training and support from leadership. • The school's Child Safety policies are promoted in newsletters and welcome packs for families. • Child Safety is an agenda item at each school council meeting and discussed at staff meetings as appropriate. • The school council reviews and endorses the child safety policies every two years or following any significant child safety incident • The school's commitment to child safety is outlined in student planners. • The school leadership team and Student Wellbeing Team review child safety practices and any emerging risks • Students, families, staff and volunteers are supported to safely disclose any child safety concerns or complaints • Visitors are appropriate supervised in line with our Visitors in School Policy • The Business Manager maintains current knowledge of DET recordkeeping guidelines. 	Yes		

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Child Safe Standard 3 – Children are safe, informed and actively participate						
Risk Title: Student empowerment Description: There is a risk that students will not be empowered about their rights, participate in decisions affecting them or be taken seriously Risk type: Vulnerability	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented Our Parent Complaint Policy details how parents can raise complaints and concerns and is published on our school website Student Engagement and Management 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 information in the student planner and information displayed by the Student Wellbeing Team Each student has a Home Group Teacher and Year Level Coordinator with whom they can raise complaints and concerns The Student Wellbeing Team has dedicated staff and counselling rooms at each campus Students may self-refer to the Student Wellbeing Team, Mental Health Practitioner and/or Doctors in Schools program Students are informed of their rights and responsibilities by participating in lessons, activities and events on bullying and harassment (including cyber safety), RU OK and other activities based on health and wellbeing The Student Wellbeing team regularly provides information to students and parents via the school newsletter and Compass parent/student portal The school website has a dedicated Student Support and Wellbeing page with details on how staff can assist students and links to external support services Staff recognise the importance of friendships and encourage students to support their peers Staff are trained to recognise signs of harm and/or abuse Curriculum documents and lessons plans on sexual abuse prevention, respectful relationships and consent are held on the staff intranet for all staff to access The school promotes student voice and agency via leadership programs, student representative committees, student surveys and student membership on school council The school has a comprehensive transition program for new Year 7 students The school leadership team has an open door policy for students outside class time where they can confidentially raise concerns 	Yes		

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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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Child safety and wellbeing practices without input from families may result in practices that do not cover all the diverse needs of students, resulting in a risk that students do not feel safe or able to actively participate in school life (see Child Safe Standard 1 and 3) • Families and communities not engaged in child safety at the school are less likely to be able to support the school to reduce risk by keeping an eye out for unsafe behaviours and raising concerns. • Families cannot help students identify abuse • Families do not support students who want to make a complaint • If families lack awareness about child safety including risks of child abuse, children may be more vulnerable to being groomed by perpetrators seeking to obtain their trust. • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • 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 on our 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 council • Staff continually encourage parents to be involved in their child's education via attendance at meetings and communication via the telephone, email or the student planner • The school has a dedicated Enrolment Officer and an Assistant Principal overseeing Y6-7 transition. • New families are provided with a tour and enrolment pack, including the Child Safety and Wellbeing Policy and information on student and family supports in place. • The College and Campus Principals meet each new student and their family upon enrolment. • An open day and several other parent information events are conducted during the year including parent teacher interviews to maximise engagement • Parents are provided with access to Compass which is the main avenue of communication with the school • Parents have access to update their contact details on Compass or can contact the school for this purpose • School newsletters are published twice per term in an online easy to read format with links to the school's Child Safety policies, emailed to parents and available on Compass and our website • School newsletters are translated for EAL and refugee parents • Interpreters are utilised for meetings and parent teacher interviews to communicate effectively with EAL parents • Parents are encouraged to contact their child's teacher, Coordinator or Principal if they have any concerns • Meeting venues at the school are physically accessible, welcoming and culturally safe • PROTECT posters are displayed at the general offices • Child safety is a recurring agenda item at each school council meeting for members to express any concerns • The school has included a goal in its Annual Implementation Plan based on building communities • The school promotes community involvement by having several partnerships in place with community organisations and local primary schools. 	Yes		

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Child Safe Standard 5 – Equity and diverse needs						
<p>Risk Title: Diversity and equity</p> <p>Description: There is a risk that equity is not effectively upheld, and diverse needs are not respected in policy and practice</p> <p>Risk type: Vulnerability</p>	<ul style="list-style-type: none"> • Diverse cohorts have not been identified for targeted support (such as students with disability, students who identify as lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+), students in out of home care, international students and students who are culturally and linguistically diverse) • Diverse cohorts not supported adequately • Diverse cohorts feel unwelcome • Lack of staff training on diversity and supporting and responding to vulnerable students • Lack of respectful culture • Incidents of discrimination or humiliation are not effectively addressed and managed 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Our Child Safety and Wellbeing Policy outlines the controls in place to support equity and diverse needs and is implemented • Our Student Engagement and Management Policy outlines how the school pays particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQA+) students • Child safety information, support and complaints processes are culturally safe, accessible via our school website and easy to understand • Our school has further policies which encompass diversity and equity: <ul style="list-style-type: none"> ○ Bullying and Harassment Policy ○ Inclusion and Diversity Policy ○ Health Care Needs Policy ○ Policy for Work Placement and Work Experience for Student with Disabilities and Additional Needs ○ Special Provisions Policy for Students with Disabilities and Additional Needs • The Respectful Relationships program is embedded across our school's curriculum at age appropriate levels • The Positive Behaviour Support (PBS) school wide model outlines expected behaviours for all students • Students with additional needs, out of home care students and Koorie students have an individual learning plan • Staff hold regular Student Support Group meetings for students with additional needs or wellbeing issues • Cultural diversity is celebrated at the school with events such as Multicultural Day • The Principals convenes the Safe Schools Steering Committee comprising Student Wellbeing staff and personnel from Brimbank Youth Services • Incidents of bullying, harassment, racism and discrimination are effectively managed by staff • Information on bullying and cyberbullying, student wellbeing information and information about feeling safe are all included in the student planner • Our school values 'Respect Ourselves and Others' and 'Strengthen the Community' indicate to the school community that diversity is valued and inclusion is intrinsically established at our school • Aboriginal, Torres Strait Islander and Australian flags are all displayed at each campus • Allied health professionals and external support agencies are utilised to address individual students' needs • The school recognises and celebrates annual events such as Bullying. No Way! Day, RU OK Day, IDAHOBIT Day and Wear It Purple Day • The school surveys students and parents about bullying in the annual Student Attitudes and Parent Opinion Surveys. 	Yes		

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Child Safe Standard 6 – Suitable staff and volunteers						
<p>Risk Title: Suitable staff (including contractors engaged by the school in child-related work)</p> <p>Description: There is a risk that staff are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice</p> <p>Risk type: Organisational, Propensity</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Insufficient promotion of the school's commitment to child safety during recruitment processes may fail to deter potential predators from seeking employment • History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse • Conflicts of interests in recruiting staff may increase the risk of other staff not reporting concerns relating to staff conduct, and where concerns are reported or identified, increased risk of them not being responded to in an objective manner with the focus on child safety and wellbeing. • Insufficient induction results in the increased risk that staff fail to identify child safety risks and signs of harm and are unable to respond appropriately when they do identify risks of harm or when a complaint or concerns is disclosed to them. • Insufficient supervision and performance management results in increased risk of child abuse and harm to students • Staff do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • Our Child Safety and Wellbeing Policy outlines the controls in place: <ul style="list-style-type: none"> ○ 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 • The school follows DET process and guidelines when advertising for staff • All teachers and principals must hold a current VIT registration and all education support staff must hold a current Working with Children Check • Validity of VIT registrations and Working with Children Checks are monitored by the school's HR Manager • All education support staff are also subject to a police records check prior to commencement • Contractors engaged by the school for child-related work must have a current Working with Children Check • All staff are provided with a comprehensive induction package including the child safety policies • Contractors engaged by the school for child-related work are supervised by a teacher at all times • All staff undergo annual mandatory reporting training even if they are not mandatory reporters • The school has in place the following policies to mitigate risks relating to staff: <ul style="list-style-type: none"> ○ Staff Induction Policy ○ Conflict of Interest Policy ○ WWCC and Police Records Check Policy ○ Workplace Bullying Policy and Procedures 	Yes		
<p>Risk Title: Suitable Volunteers</p> <p>Description: There is a risk that volunteers are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice</p> <p>Risk type: Organisational, Propensity</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Insufficient promotion of the school's commitment to child safety may fail to deter potential predators from volunteering at the school • History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse • Insufficient induction results in the increased risk that volunteers do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm. • Insufficient supervision results in increased risk of child abuse and harm to students • Inadequate steps to address concerning behaviour may result in increased risk of harm (for example removing volunteer from duties or otherwise ensuring the volunteer does not demonstrate further behaviours of concern) • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • The school's Volunteers Policy outlines the controls in place to ensure volunteers are suitable to work with children including screening, induction, and ongoing management and supervision • Volunteers engaged in child-related work at our school must provide a copy of their current Working With Children Check to the HR Manager • Volunteers engaged in child-related work at our school will always be supervised by a VIT registered teacher • Volunteer behaviour that is inconsistent with the school's child safety and wellbeing policies and practices will be addressed by the Principal swiftly and with a focus on child safety and wellbeing. 	Yes		

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Child Safe Standard 7 – Complaints processes						
<p>Risk Title: Complaints processes</p> <p>Description: There is a risk that processes for complaints and concerns are not child focused</p> <p>Risk type: Organisational, Vulnerability</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • The school's Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to child abuse • The school's Parent Complaint Policy outlines the controls in place to ensure families are provided with accessible, culturally safe and easily understood information on raising a complaint or concern • The Parent Complaint Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are publicly available on the school website • The Parent Complaint Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff • Our Child Safety and Wellbeing Policy sets out all recordkeeping, privacy and information sharing obligations that must be met when responding to complaints and concerns. • All complaints and concerns are managed in accordance with employment law obligations and our school seeks advice from Employee Conduct Branch and Legal Division when dealing with complaints and concerns relating to child abuse by a member/former member of staff or school council employee or contractor • All formal complaints in writing are managed by the Principal in accordance with DET Parent Complaints Policy or DET Guidelines for Managing Complaints, Misconduct and Unsatisfactory Performance – Teaching Service • Each student has a Home Group Teacher and Year Level Coordinator with whom they can raise complaints or concerns • The Principal team have an open door policy for students who wish to discuss a complaint or concern outside of class time • Interpreters are utilised to communicate effectively with EAL parents who have a complaint or concern • Students can self-refer to the Student Wellbeing Team, Mental Health Practitioner and/or Doctors in Schools staff to discuss matters in confidence • All complaints and concerns are treated respectfully, transparently and confidentially • Each student has information in their planner about feeling safe, what their rights are and who to speak to for support. • The Respectful Relationships curriculum supports students to develop the skills to make complaints and raise concerns with a trusted adult. • Staff are trained to recognise the different ways students express concerns or distress, such as changing their behaviours or demeanour. • The Principal team have an open door policy for staff to raise complaints or concerns confidentially. 	Yes		

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Child Safe Standard 8 – Child safety knowledge, skills and awareness						
Risk Title: Knowledge, skills and awareness Description: There is a risk that staff and volunteers are not equipped with the knowledge, skills and awareness to keep children and students safe through ongoing education and training Risk type: Organisational	<ul style="list-style-type: none"> • 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 <p>Also refer to Child Safe Standard 6 risks above</p>	<ul style="list-style-type: none"> • Inability to identify child safety risks including inappropriate behaviour and signs of harm resulting in increased risk of failing to protect children from child abuse, and underreporting of child safety incidents to relevant staff and authorities • Insufficient understanding about the school's child safety and wellbeing policies, practices, and obligations results in increased risk that they will not be appropriately implemented by staff and volunteers and an increased risk to students of child abuse occurring and of continuing to occur undetected. • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • 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 in child-related work at our school are provided with child safety training that is appropriate to the activity and the volunteer's role. • All new staff and volunteers engaged in child-related work are provided with an induction package which includes the school's child safety policies • The school's child safety policies and Four Critical Actions are published for all staff to access on the staff intranet (Sharepoint) • All staff undergo annual mandatory reporting training even if they are not mandatory reporters • Student Wellbeing staff undertake further training as required relevant to child safety and provide advice, resources and information to all staff • Student Wellbeing staff and the Principal team have up to date contact details for external support services for students and families • A record is kept of staff training on Compass for in-house PD and on Edupay for LearnED modules. • School council members undertake annual training on child safety relevant to their role. 	Yes		
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	<ul style="list-style-type: none"> • Areas of child safety risk in the school buildings or grounds are not identified and appropriately supervised or managed. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • The school's Supervision and Duty of Care 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 toilet 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 the students' right to privacy, access to information, social connections and learning opportunities • Sheds, cleaning closets and storerooms are locked unless in use, with controlled access to keys • School grounds are well lit for after school activities • Students must ask permission from their teacher and have their planner signed to go to the toilet during class times • Entrances and exits to toilets and change rooms have good visibility from other areas of the school • The school has CCTV systems installed in various locations at both campuses in accordance with DET policy • The design of new facilities includes the consideration of child safety risk management • The school maintains current information on intervention orders relating to students • All student medical, first aid and injury incidents are recorded 	Yes		

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			<ul style="list-style-type: none"> Students may raise complaints or concerns with any trusted staff member if they are feeling unsafe at school 			
<p>Risk Title: Online environment</p> <p>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</p> <p>Risk type: Situational</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The school's Internet and ICT Acceptable Use Policy outlines the controls in place for online conduct and online safety and is implemented 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 IT 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. The school's Student Computer and Mobile Phone Use Agreement outlines and enforces safe and expected online behaviours, and is signed by students and parents upon enrolment. This agreement is also outlined in the student planner together with information on cyber bullying and feeling safe online. Breaches to the Student Computer and Mobile Phone Use Agreement have appropriate consequences Our school is an eSmart school, an initiative which fosters the smart, safe and responsible use of online technology. The eSmart framework is embedded into the school through our curriculum implementation, our leadership development and practice, our technology systems as well as in our wellbeing programs. The school's Bullying and Harassment Policy and Procedures including expected online behaviours and processes for managing cyber bullying The school holds an annual event for the school community to raise awareness about the Bullying. No Way! Campaign, including lessons on bullying delivered by Year 12 students to Year 7 students leading up to the event The school's Social Media Policy for staff forbids personal interactions between staff and students that are not related to teaching and learning The school's IT network bans access to inappropriate websites The school's Photographing, Filming and Recording Students Policy explains to parents how our College will collect, use and disclose photographs, video and recordings of students, how parent/carers consent can be provided and how it can be withdrawn Students may raise complaints or concerns with any trusted staff member if they are feeling unsafe or wish to report inappropriate online behaviours. 	Yes		

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
<p>Risk Title: Off-site school activities and use of third-party providers</p> <p>Description:</p> <p>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.</p> <p>Risk type: Situational, Organisational, Propensity, Vulnerability</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Our school complies with relevant policies with respect to the following activities, including policy relating to child safety and wellbeing: <ul style="list-style-type: none"> ◦ Excursions ◦ Doctors in Secondary Schools ◦ NDIS Funded Therapy in Schools ◦ Work Experience ◦ Procurement ◦ Structured Workplace Learning ◦ School Based Apprenticeships and Traineeships ◦ School Community Work ◦ Purchasing Secondary Courses and Vocational Training from External Providers • For off-site school activities and school activities engaging a third-party provider, we identify and assess the risks of child abuse that are specific to that activity and ensure appropriate controls are in place. • Incursion presenters and visitors/volunteers engaged in child-related work at the school are supervised at all times by a teacher when students are present • The school's Excursions Policy and Camps Policy outlines measures for the supervision of students off campus including minimum staff to student ratios • The Principal must approve the risk management register for all overnight, interstate and international excursions • The school uses Standard VET Auspiced Contracts to engage RTOs for auspicing of VET subjects for students which includes a clause for compliance with Child Safe Standards • The school assesses appropriate employers to provide Structured Workplace Learning for students. The school provides SWL employers with the DET Structured Workplace Learning Guidelines for Employers and the DET Fact sheet for Employers: Child safe standards for workplace learning. • The Careers staff communicate regularly with students at Structured Workplace Learning placements to enable students to raise concerns • Students may raise complaints or concerns with any trusted staff member if they are feeling unsafe at off campus activities or SWL placements 	Yes		

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
Child Safe Standard 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Child safety policy, procedures and practices may become out of date with any new laws or guidance on good practice, compromising the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Child safety policy, procedures and practices may no longer meet the needs of the local school community compromising the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Child safety policy, procedures and practices are not improved as a result of analysis of past complaints, concerns and safety incidents, reducing the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • A register of the school's policies, including those relating to the child safe standards, is kept by the Principal to maintain and update our policies according to review cycles or as required by changes to government legislation and guidelines • Following a significant child safety incident or systemic failure, the Principal team reviews and updates any child safety policy, procedure or practice where gaps or improvements are identified • The school records all complaints and concerns to allow staff to monitor areas for improvement in our child safety policies, procedures and practices • The Principal invites parent, staff, student and community members on school council to provide feedback when policies are reviewed • The Principal receives regular updates via email from the DET School Engagement and Compliance Division when policies are amended on the School Policy Templates Portal • All school council meetings and decisions are minuted, stored electronically and archived in print form. • A copy of amended child safety policies is provided immediately to staff via the whole staff intranet (Sharepoint) and to the community via our website. 	Yes		
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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Our suite of child safety and wellbeing policies and procedures are based on templates provided by DET and 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 Principal receives regular updates from the DET School Engagement and Compliance Division regarding changes to government legislation and guidelines, and ensures that our own local child safety policies, procedures and practices are informed by best practice and updated where required • Our Child Safety and Wellbeing Policy is provided to new families in enrolment packs • Our Child Safety policies are easily accessible to staff on the whole staff intranet (Sharepoint) • Policies are written in plain language and can be translated for EAL families as required • Student Wellbeing staff maintain current knowledge of child safety guidelines and best practices, and support staff with mandatory reporting requirements • All staff complete annual mandatory reporting professional learning/refreshers • Child safety is a regular item in the school's newsletters and a recurring agenda item at school council meetings. 	Yes		