

Child Safety Risk Register - Newport Gardens Primary School



School: Newport Gardens Primary School

Responsible staff member: Blayne Wallis - Principal

Approved by school principal:

Register name: Child safety risk register

Date reviewed: 2<sup>nd</sup> August 2021  
Next review due: August 2022

Location(s): Newport Gardens Primary School, 41 Maddox Road Newport 3015

Risk Title & Description	Risk Causes & Consequences	Existing risk management strategies (existing controls)	Current Risk Assessment			New risk management strategies (treatments)	Who is responsible?	Date of new risk management strategies (treatments)
			Current Risk Consequence How big would the impact of this risk be if it occurred? (choose one)	Current Risk Likelihood How likely is this risk to occur? (choose one)	Current Risk Rating What is the current risk level based on the risk rating matrix (below, page 9)?			
Define the risk including a title and a short description What can go wrong?	Describe the risk cause/s and consequence/s What would cause it to go wrong? (causes) What are the impacts if it does go wrong? (consequences)	Describe any existing policy, procedure, practice or device that acts to minimise the risk What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?				Describe the actions to be undertaken for those risks requiring further treatments	List who is responsible for each new treatment (noting that the principal is ultimately responsible)	The date the treatment action should be completed by
Risk Title Non-child safe school culture	Causes <ul style="list-style-type: none"> <li>Lack of an effective child safety risk management strategy</li> </ul>	1. <a href="#">Child safety risk management strategies</a> are implemented	<b>Severe</b> Major	Almost certain Likely	<b>Low</b>	1. Develop and deliver training to the principal, school council and staff about:	Blayne Wallis - Principal	

<p>Risk short description There is a risk the school does not develop a culture of child safety</p>	<ul style="list-style-type: none"> <li>Failure to ensure that appropriate guidance and training is provided to the individual members of the school council and school staff about child safety</li> <li>School fails to monitor who is on the premises</li> <li>Lack of reporting procedures</li> <li>Lack of understanding of roles and responsibilities in relation to child safety</li> <li>Lack of leadership on child safety</li> </ul> <p>Consequences</p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Underreporting of child safety incidents to relevant authorities</li> <li>Inappropriate behaviour not reported within school</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>Non-compliance with minimum standards/Min Order 870</li> <li>Breach of duty of care/organisational duty of care</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage (School/Department)</li> <li>Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul>	<ol style="list-style-type: none"> <li><a href="#">Child safety policy or statement of commitment</a></li> <li>Child safety <a href="#">code of conduct</a></li> <li><a href="#">Strategies to embed an organisational culture of child safety</a> are adopted</li> <li><a href="#">Human resources practices for child safe organisations</a> are in place</li> <li>A leadership team/Wellbeing Coordinator for the school is appointed</li> <li>Staff, volunteers, visitors, and contractors receive induction regarding the school's child safety policies, procedures, and practices.</li> </ol>	<p>Moderate Minor Insignificant</p>	<p>Possible Unlikely <b>Rare</b></p>		<ol style="list-style-type: none"> <li>individual and collective obligations and responsibilities for managing the risk of injury/child abuse</li> <li>child abuse risks in the school environment; and</li> <li>the school's current child safety standards</li> </ol> <ol style="list-style-type: none"> <li>Develop strategies to deliver appropriate education to students (<a href="#">See A Guide to Support Victorian Schools to Meet Child Safe Standard 7</a>, and <a href="#">Empowerment and participation of children</a>) about:             <ol style="list-style-type: none"> <li>standards of behaviour for students attending the school within SWPBS</li> <li>healthy and respectful relationships (including sexuality)</li> <li>resilience; and</li> <li>child abuse awareness and prevention.</li> </ol> </li> <li>Inclusion of child safety obligations in staff position descriptions.</li> <li>Introduce child safety as a standard discussion item on weekly staff briefings, school council meetings, wellbeing meetings PLC leader meetings.</li> <li>Develop and distribute regular school bulletins containing material related to child safety to inform the school community             <ol style="list-style-type: none"> <li>Conduct periodic reviews of the effectiveness of the <a href="#">child safety risk management strategies</a> put into practice and, if considered appropriate, revise those strategies.</li> </ol> </li> </ol>		
<p>Risk Title Child abuse is not reported</p> <p>Risk short description There is a risk that the school does not report child safety concerns</p>	<p>Causes</p> <ul style="list-style-type: none"> <li>Lack of reporting protocols</li> <li>Staff not aware of reporting protocols</li> <li>Staff not aware of their reporting obligations</li> <li>Familiarity of relationships</li> <li>Poor child safety culture</li> </ul> <p>Consequences</p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Underreporting of child safety incidents to relevant authorities</li> <li>Inappropriate behaviour not reported within school</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>Criminal penalties:             <ul style="list-style-type: none"> <li>Failure to Report and/or Failure to Protect offence,</li> <li>Penalties under the Reportable Conduct Scheme</li> </ul> </li> <li>Non-compliance with minimum standards/Min Order 870</li> </ul>	<ol style="list-style-type: none"> <li><a href="#">Child safety policy and statement of commitment.</a></li> <li>Child safety <a href="#">code of conduct.</a></li> <li><a href="#">Procedures for responding to and reporting suspected child abuse</a> are developed and implemented</li> <li><a href="#">Recording your actions: responding to suspected child abuse template</a> is readily available to all staff</li> <li>Performance management procedures are in place.</li> </ol>	<p><b>Severe</b> Major Moderate Minor Insignificant</p>	<p>Almost certain Likely Possible Unlikely <b>Rare</b></p>	<p><b>Medium</b></p>	<ol style="list-style-type: none"> <li>Train students, staff, and volunteers (including homestay providers) to identify inappropriate behaviour and indicators of abuse, and escalate concerns</li> <li>Ensure all school mandatory reporters (and other school staff if possible) undertake the <a href="#">Protecting Children - Mandatory Reporting and other Obligations online module</a> annually</li> <li>Develop and deliver training to the principal, school council and staff about:             <ol style="list-style-type: none"> <li>individual and collective obligations and responsibilities for managing the risk of child abuse.</li> <li>child abuse risks in the school environment; and</li> <li>the school's current child safety standards</li> </ol> </li> <li>Inclusion of child safety obligations in staff position descriptions.</li> <li>Child safety is a discussion item on School Leadership Team meetings and staff meetings.</li> </ol>	<p>Blayne Wallis - Principal</p> <p>All staff</p>	

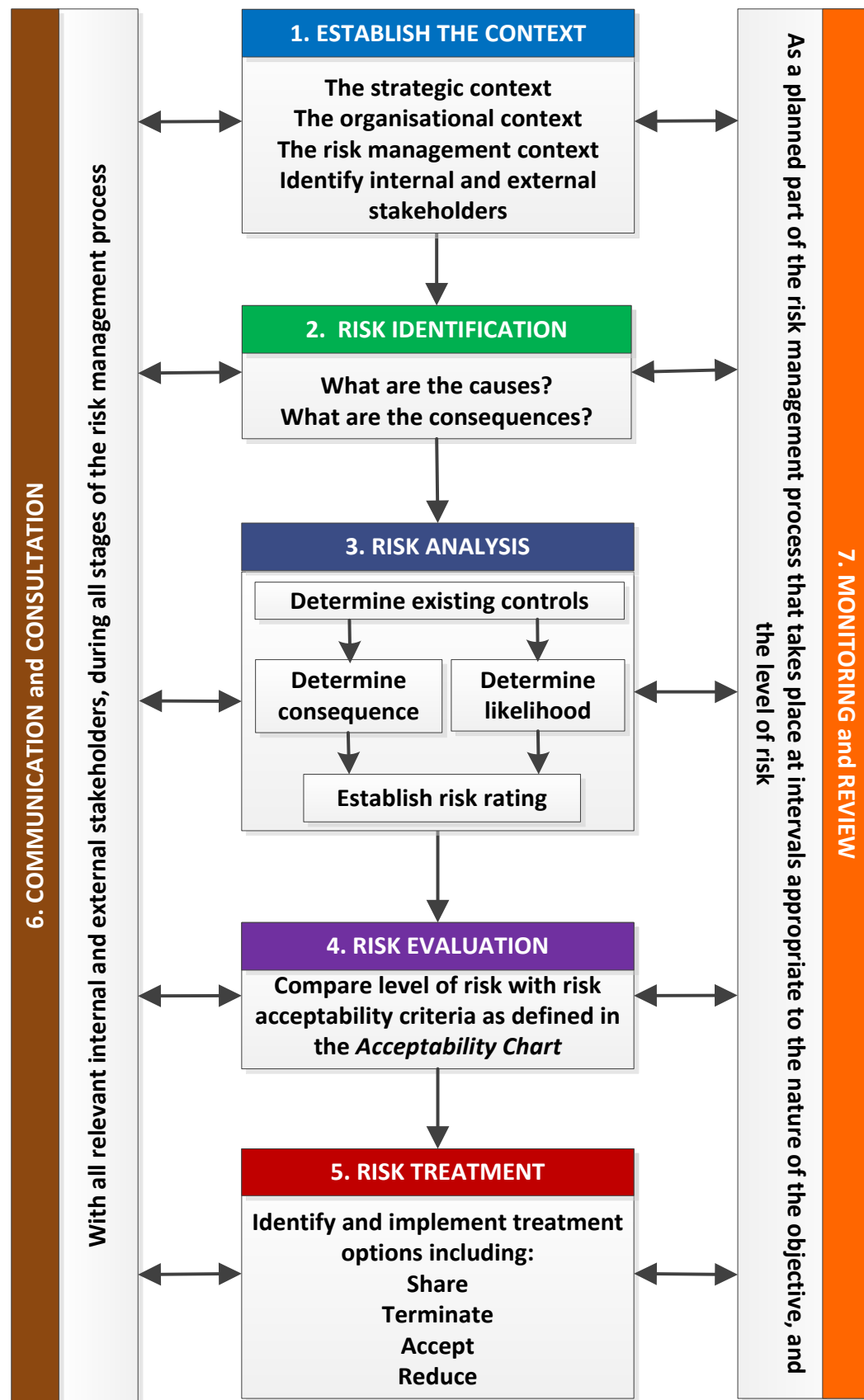
	<ul style="list-style-type: none"> <li>Breach of duty of care/organisational duty of care</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage (School/Department)</li> <li>Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul>						
<p><b>Risk Title</b> Child safety incident due to a child being unsupervised in the school environment</p> <p><b>Risk short description</b> There is the risk of a child safety incident when a child is unsupervised including during recreational or other activities</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>School fails to monitor who is on the premises</li> <li>Lack of student supervision</li> <li>Lack of appropriate risk management practices in place for recreational or other activities</li> <li>Inappropriate building design or maintenance of grounds</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Underreporting of child safety incidents to relevant authorities</li> <li>Inappropriate behaviour not reported within school</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>Criminal penalties: <ul style="list-style-type: none"> <li>Failure to Report and/or Failure to Protect offence,</li> <li>Penalties under the Reportable Conduct Scheme</li> </ul> </li> <li>Non-compliance with minimum standards/Min Order 870</li> <li>Breach of duty of care/organisational duty of care</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage (School/Department)</li> <li>Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul>	<ol style="list-style-type: none"> <li><a href="#">human resources practices for child safe organisations</a> are implemented</li> <li>Organised 'Active Supervision for teachers before, during and after school</li> <li><a href="#">Staff to student ratios</a> are observed.</li> <li>Visitor and contractor sign-in process, perimeter control (SPAG – <a href="#">Visitors in Schools</a>).</li> </ol>	<p>Severe <b>Major</b> Moderate Minor Insignificant</p>	<p>Almost certain Likely Possible <b>Unlikely</b> Rare</p>	<p><b>Medium</b></p>	<ol style="list-style-type: none"> <li>Develop and implement policies and procedures to reduce situations where a child may be unsupervised including during recreational or other activities</li> <li>Ensure that active supervision policy is revisited on a yearly basis or as needed</li> <li>Ensure induction processes is rigorous for new staff include appropriate policies</li> <li>CCTV for unsupervised areas and 'hot spot' areas</li> <li>Clear windows in walls to enable visibility of occupants</li> <li>Non-lockable doors in hot spots</li> <li>Assessment of new or changed physical environments for child safety risks</li> <li>Restrict or block off access to isolated, internally lockable, hidden or dark rooms or environments at the school</li> <li>Child safety is a discussion item in SIT meetings, briefings, and staff meetings.</li> <li>Regular reminders to staff on this risk during School Leadership Team meetings and staff meetings.</li> <li>Adopt <a href="#">child safety risk management strategies</a> as appropriate.</li> </ol>	<p>Blayne Wallis - Principal Olivia Atanasovska- Assistant Principal Kelly Shay - OHS Officer Vera Trezise - HSR Health and Safety Representative School Improvement Team - (Emma Butcher, Andrew Mitchell, Dan Faoro &amp; Amanda Morgan) Wellbeing Coordinator PLC Leaders All staff including ES</p>
<p><b>Risk Title</b> Unsafe online environment</p> <p>There is the risk of a child safety incident in an online environment</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>Online child safety issues (including grooming) via media services: <ul style="list-style-type: none"> <li>email</li> <li>Facebook, Instagram, Twitter, and other social media</li> <li>YouTube</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>School online policy and procedures, including <a href="#">Digital Technologies policy</a></li> <li>Child Safety <a href="#">Code of Conduct</a></li> <li>Use of school '<a href="#">Acceptable Use Agreement</a>'</li> <li>Use of an internet filter where required</li> <li>Use of <a href="#">Interactive Learning Modules</a> regarding bullying</li> </ol>	<p>Severe <b>Major</b> Moderate Minor Insignificant</p>	<p>Almost certain Likely Possible <b>Unlikely</b> Rare</p>	<p><b>Medium</b></p>	<ol style="list-style-type: none"> <li>Train students and staff to identify inappropriate behaviour (including grooming) and indicators of abuse, and escalate concerns</li> <li>Develop strategies to deliver appropriate education to students (see <a href="#">A Guide to Support Victorian Schools to Meet Child Safe Standard 7</a> and <a href="#">Empowerment and participation of children</a>) about: <ol style="list-style-type: none"> <li>standards of behaviour for students attending the school;</li> </ol> </li> </ol>	<p>Blayne Wallis - Principal Olivia Atanasovska- Assistant Principal Kelly Shay - OHS Officer Vera Trezise - HSR Health and Safety Representative</p>

	<ul style="list-style-type: none"> <li>○ mobile phone SMS messages and other mobile messaging media</li> <li>○ telephone, Skype and other media for making voice calls</li> <li>○ photography and videography any other electronic media.</li> </ul> <p>Consequences</p> <ul style="list-style-type: none"> <li>● Child safety incident occurs</li> <li>● Underreporting of child safety incidents to relevant authorities</li> <li>● Inappropriate behaviour not reported within school</li> <li>● Physical or psychological injury</li> <li>● Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>● Criminal penalties: <ul style="list-style-type: none"> <li>○ Failure to Report and/or Failure to Protect offence,</li> <li>○ Penalties under the Reportable Conduct Scheme</li> </ul> </li> <li>● Non-compliance with minimum standards/Min Order 870</li> <li>● Breach of duty of care/organisational duty of care</li> <li>● Litigation / adverse court ruling</li> <li>● Reputation damage (School/Department)</li> <li>● Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul>	<ol style="list-style-type: none"> <li>6. Appropriate <a href="#">supervision</a> for all online activities</li> <li>7. Response protocols implemented</li> <li>8. Ongoing awareness of the school's online policies and procedures</li> <li>9. Ongoing review of control effectiveness and improvements instigated as required.</li> </ol>				<ol style="list-style-type: none"> <li>b. healthy and respectful relationships (including sexuality);</li> <li>c. resilience; and</li> <li>d. child abuse awareness and prevention.</li> </ol> <ol style="list-style-type: none"> <li>3. Become an <a href="#">eSmart School</a></li> <li>4. Prepare curriculum plans that explicitly teach safe, responsible, and ethical online behaviours.</li> <li>5. Develop newsletter for parents with information and links to protect their children in the online environment (see <a href="#">eSafety Commissioner resources for parents and carers</a>).</li> </ol>	<p>School Improvement Team - (Emma Butcher, Andrew Mitchell, Dan Faoro &amp; Amanda Morgan)</p> <p>Wellbeing Coordinator</p> <p>PLC Leaders</p> <p>All staff including ES</p>	
<p>Risk Title Contractor(s) on the premises commit abuse</p> <p>Risk short description There is the risk that contractors commit abuse</p>	<p>Causes</p> <ul style="list-style-type: none"> <li>● School fails to monitor who is on the premises</li> <li>● Lack of supervision</li> <li>● Contractors not aware of school arrangements</li> <li>● Lack of background checks on contractors</li> </ul> <p>Consequences</p> <ul style="list-style-type: none"> <li>● Child safety incident occurs</li> <li>● Underreporting of child safety incidents to relevant authorities</li> <li>● Inappropriate behaviour not reported within school</li> <li>● Physical or psychological injury</li> <li>● Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>● Criminal penalties: <ul style="list-style-type: none"> <li>○ Failure to Report and/or Failure to Protect offence,</li> <li>○ Penalties under the Reportable Conduct Scheme</li> </ul> </li> <li>● Non-compliance with minimum standards/Min Order 870</li> </ul>	<ol style="list-style-type: none"> <li>1. The <a href="#">Visitors in Schools</a> policy is followed where appropriate</li> <li>2. Screening checks, including working with children checks or referee checks</li> <li>3. Visitor and contractor sign-in process, perimeter control (SPAG – <a href="#">Visitors in Schools</a>)</li> <li>4. Signage at school office clearly directing visitors to reception</li> <li>5. <a href="#">child safety risk management strategies</a> are adopted as appropriate.</li> <li>6. Expected processes for familiar contractors in signing in at each visit</li> </ol>	<p><b>Severe</b></p> <p>Major</p> <p>Moderate</p> <p>Minor</p> <p>Insignificant</p>	<p>Almost certain</p> <p>Likely</p> <p>Possible</p> <p>Unlikely</p> <p><b>Rare</b></p>	<p><b>Medium</b></p>	<ol style="list-style-type: none"> <li>1. Raise topic in staff meetings and briefings</li> <li>2. Awareness sessions for students.</li> <li>3. Refresher training for frequent contractors.</li> <li>4. All contractors supervised whilst on school grounds.</li> <li>5. Staff trained to question unaccompanied visitors on school premises.</li> </ol>	<p>Blayne Wallis - Principal</p> <p>Kelly Shay - OHS Officer</p> <p>Vera Trezise - HSR Health and Safety Representative</p>	

	<ul style="list-style-type: none"> <li>Breach of duty of care/organisational duty of care</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage (School/Department)</li> <li>Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul>						
<p><b>Risk Title</b> School staff member or volunteer commits abuse</p> <p><b>Risk short description</b> There is a risk that a school staff member commits abuse</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>Circumvention of proper pre-employment procedures, including no background/suitability checks</li> <li>A non-compliant recruitment process</li> <li>Non-compliance with relevant policies and procedures including <a href="#">conflict of interest policy</a></li> <li>Unethical behaviour</li> <li>Lack of child safety culture</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Underreporting of child safety incidents to relevant authorities</li> <li>Inappropriate behaviour not reported within school</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>Criminal penalties: <ul style="list-style-type: none"> <li>Failure to Report and/or Failure to Protect offence,</li> <li>Penalties under the Reportable Conduct Scheme</li> </ul> </li> <li>Non-compliance with minimum standards/Min Order 870</li> <li>Breach of duty of care/organisational duty of care</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage (School/Department)</li> <li>Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul>	<ol style="list-style-type: none"> <li>The <a href="#">DET Recruitment in Schools guide</a> is followed, including appropriate screening and referee checks for preferred candidate.</li> <li>Child safety <a href="#">Code of Conduct</a></li> <li>Child Safety Policy</li> <li><a href="#">Suitability Checks for School Volunteers and Visitors</a></li> <li>Visitors policy is followed</li> <li>Performance and development and review processes with regular feedback to provide opportunities to discuss any concerns</li> <li><a href="#">human resources practices for child safe organisations</a> are implemented</li> <li>Staff management practices as highlighted in the HRWeb <a href="#">Workforce Planning policy</a> are in place</li> <li>Regular staff meetings and Principal 1:1 meetings with staff</li> <li><a href="#">Manager Assist</a> telephone advisory service</li> <li>If required refer to HRWeb <a href="#">Complaints, unsatisfactory performance and misconduct</a></li> <li><a href="#">School duty of care</a></li> <li><a href="#">child safety risk management strategies</a> are adopted as appropriate.</li> </ol>	<p><b>Severe</b></p> <p>Major</p> <p>Moderate</p> <p>Minor</p> <p>Insignificant</p>	<p>Almost certain</p> <p>Likely</p> <p>Possible</p> <p>Unlikely</p> <p><b>Rare</b></p>	<p><b>Medium</b></p>	<ol style="list-style-type: none"> <li>Ensure that staff are regularly reminded of their child safety obligations and undergo refresher training</li> <li>Thorough induction process</li> <li>Leadership model child safe culture</li> <li>Appropriate and inappropriate behaviours are discussed regularly at staff meetings so that staff are empowered to escalate concerns</li> <li>Principal <a href="#">Performance and development</a></li> <li>Ongoing monitoring and review of staff and student work practices and behaviours for 'warning signals' and indicators of abuse – see <a href="#">Identifying and Responding to All Forms of Abuse in Victorian Schools</a></li> <li>Child safety standard discussion item on School Leadership Team meetings and staff meetings.</li> <li>Ensure all school mandatory reporters (and other school staff if possible) undertake the <a href="#">Protecting Children - Mandatory Reporting and other Obligations online module</a> annually</li> <li>Develop strategies to deliver appropriate education to students (see <a href="#">A Guide to Support Victorian Schools to Meet Child Safe Standard 7</a> and <a href="#">Empowerment and participation of children</a>) about: <ol style="list-style-type: none"> <li>standards of behaviour for students attending the school;</li> <li>healthy and respectful relationships (including sexuality);</li> <li>resilience; and</li> <li>child abuse awareness and prevention</li> </ol> </li> </ol>	Blayne Wallis - Principal
<p><b>Risk Title</b> Child safety incident at excursions and camps</p> <p><b>Risk short description</b> There is a risk that a child safety incident occurs whilst on excursions and camps.</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>Lack of awareness of local conditions (unknown people and environments)</li> <li>School fails to monitor who is in vicinity of school camps / excursions</li> <li>Lack of supervision</li> <li>Inappropriate student behaviour</li> <li>Failure to consider child safety risks</li> <li>Lack of appropriate risk management practices in place for recreational or other activities</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> </ul>	<ol style="list-style-type: none"> <li>Appropriate school approvals for excursions/camps including risk assessment</li> <li>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</li> <li>Team Leader(s) following briefing with authorities brief teaching / support staff of any updates</li> <li>Staff and volunteers conduct area familiarity upon arrival at venue</li> <li><a href="#">Staff to student ratios</a> are observed</li> </ol>	<p>Severe</p> <p><b>Major</b></p> <p>Moderate</p> <p>Minor</p> <p>Insignificant</p>	<p>Almost certain</p> <p>Likely</p> <p>Possible</p> <p><b>Unlikely</b></p> <p>Rare</p>	<p><b>Medium</b></p>	<ol style="list-style-type: none"> <li>Team Leader(s) or organising teacher to conduct an end day (each day) debrief to identify any issues arising and to lead the development of treatment solutions.</li> <li>Specific child safety briefing for excursion/camp staff and volunteers</li> <li>Avoid staff members/volunteers being alone with students</li> <li>Child safety considered when determining sleeping arrangements.</li> </ol>	Blayne Wallis - Principal Olivia Atanasovska- Assistant Principal Kelly Shay - OHS Officer Vera Trezise - HSR Health and Safety Representative School Improvement Team - (Emma Butcher, Andrew

	<ul style="list-style-type: none"> <li>Underreporting of child safety incidents to relevant authorities</li> <li>Inappropriate behaviour not reported within school</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>Criminal penalties: <ul style="list-style-type: none"> <li>Failure to Report and/or Failure to Protect offence,</li> <li>Penalties under the Reportable Conduct Scheme</li> </ul> </li> <li>Non-compliance with minimum standards/Min Order 870</li> <li>Breach of duty of care/organisational duty of care</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage (School/Department)</li> <li>Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul>	<ol style="list-style-type: none"> <li>Regular student head counts</li> <li>All staff members at the camp or excursion have been trained in <a href="#">what to do when an allegation of child abuse is made</a></li> <li><a href="#">Recording your actions: responding to suspected child abuse template</a> is readily available to all staff</li> <li><a href="#">child safety risk management strategies</a> are adopted as appropriate</li> <li>Volunteer screening / suitability checks are undertaken in line with the school's Volunteer Policy, including for homestay providers.</li> <li><a href="#">Code of Conduct</a> applies in all school contexts.</li> </ol>					<p>Mitchell, Dan Faoro &amp; Amanda Morgan) Wellbeing Coordinator PLC Leaders All staff including ES</p>
<p>Risk Title</p> <p>Student displays inappropriate or dangerous behaviour</p>	<p>Causes</p> <ul style="list-style-type: none"> <li>Familial relationships</li> <li>Diagnosis of learning barrier or cognitive impairment</li> <li>Acquired Brain Injury</li> <li>Peer incident</li> <li>Trauma</li> </ul> <p>Consequences</p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>Non-compliance with minimum standards/Min Order 870</li> <li>Breach of duty of care/organisational duty of care</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage (School/Department)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Child safety risk management strategies</a> are implemented</li> <li><a href="#">Child safety policy or statement of commitment</a></li> <li>Child safety <a href="#">code of conduct</a></li> <li><a href="#">Strategies to embed an organisational culture of child safety</a> are adopted</li> <li><a href="#">Human resources practices for child safe organisations</a> are in place</li> <li>A leadership team/Wellbeing Coordinator for the school is appointed</li> <li>Behaviour Support Plans developed for appropriate students which are shared with parents and revised on a termly basis or as needed.</li> <li>ES support in the classroom</li> <li>Connection to Wellbeing Coordinator and senior leadership</li> <li>Sharing of BSP with wider staff to support said student in the yard</li> </ul>	<p>Severe <b>Major</b> Moderate Minor Insignificant</p>	<p>Almost certain Likely <b>Possible</b> Unlikely Rare</p>	<p><b>High</b></p>	<ol style="list-style-type: none"> <li>Ensure that staff are regularly reminded of their child safety obligations and undergo refresher training</li> <li>Thorough induction process</li> <li>Thorough hand-over process at the end of the school year or when a staff member leaves the school</li> <li>Leadership model child safe culture</li> <li>Appropriate and inappropriate behaviours are discussed regularly at staff meetings so that staff are empowered to escalate concerns</li> <li>Revision of BSP on a regular basis with parents and professionals working directly with the child</li> <li>SSS connection and feedback on BSP - potential observation in the classroom to increase effectiveness of this plan</li> <li>Child safety standard discussion item on School Leadership Team meetings and staff meetings.</li> <li>Revision of Child Safety Standards with classes for child input</li> <li>Revision of Wellbeing and Engagement policy</li> </ol>	<p>Blayne Wallis - Principal Olivia Atanasovska- Assistant Principal Kelly Shay - OHS Officer Vera Trezise - HSR Health and Safety Representative School Improvement Team - (Emma Butcher, Andrew Mitchell, Dan Faoro &amp; Amanda Morgan) Wellbeing Coordinator PLC Leaders All staff including ES</p>

DET Risk Process



Risk can be described as anything; event, practice, process, activity, etc. that could hinder or help achievement of stated goals or objectives.

## DET Risk Management Framework - Assessment Tools

**Consequence Criteria:** This guide provides indicative terms against which the significance of risk is evaluated.

Descriptor	Student Outcomes	Wellbeing and Safety	Finance	Reputation	Operations	Strategic
<b>Insignificant</b>	<ul style="list-style-type: none"> <li>Educational outcomes, engagement and wellbeing and pathways and transitions can be met with workarounds</li> </ul>	<ul style="list-style-type: none"> <li>Minor injury requiring no first aid or peer support for stress / trauma event</li> </ul>	<ul style="list-style-type: none"> <li>Small loss that can be absorbed</li> </ul>	<ul style="list-style-type: none"> <li>Internal impact (no external impact)</li> </ul>	<ul style="list-style-type: none"> <li>School operations continue with slight interruptions to normal activities</li> </ul>	<ul style="list-style-type: none"> <li>Goals, targets and key improvement strategies can be delivered with inconsequential impacts</li> </ul>
<b>Minor</b>	<ul style="list-style-type: none"> <li>Educational outcomes, engagement and wellbeing and pathways and transitions achieved but below targets</li> </ul>	<ul style="list-style-type: none"> <li>Injury / ill health requiring first aid</li> <li>Peer support for stress / trauma event</li> </ul>	<ul style="list-style-type: none"> <li>Loss of 'consumable' assets,</li> <li>&lt; 2% deviation from budget</li> <li>Minor fraud possible</li> </ul>	<ul style="list-style-type: none"> <li>Adverse comments local community media</li> <li>Short term stakeholder dissatisfaction / comment</li> </ul>	<ul style="list-style-type: none"> <li>Some school operations disrupted</li> <li>Minor workarounds return school to normal operations</li> </ul>	<ul style="list-style-type: none"> <li>Minor workarounds need to be implemented to deliver the SSP goals, targets and key improvement strategies</li> </ul>
<b>Moderate</b>	<ul style="list-style-type: none"> <li>Students' overall levels of Literacy and Numeracy static</li> <li>Increasing truancy</li> <li>Partial achievement of targeted pathways and transition</li> </ul>	<ul style="list-style-type: none"> <li>Injury / ill health requiring medical attention</li> <li>Stress / trauma event requiring professional support</li> </ul>	<ul style="list-style-type: none"> <li>Loss of assets</li> <li>2% - 5% deviation from budget</li> <li>External audit management letter</li> </ul>	<ul style="list-style-type: none"> <li>External scrutiny e.g. VAGO</li> <li>Adverse state media comment</li> <li>Stakeholder relationship impacted</li> </ul>	<ul style="list-style-type: none"> <li>Key school operations temporarily disrupted</li> <li>School leadership team meets to return school to normal operations</li> </ul>	<ul style="list-style-type: none"> <li>Constant consultation with key stakeholders needs to be maintained to deliver the SSP goals, targets and key improvement strategies</li> </ul>
<b>Major</b>	<ul style="list-style-type: none"> <li>National targeted improvements not achieved</li> <li>Partial achievement of targeted learning outcomes</li> <li>Student dissatisfaction with access to pathways / transitions</li> </ul>	<ul style="list-style-type: none"> <li>Injury / ill health requiring hospital admission</li> <li>Stress / trauma event requiring ongoing clinical support</li> </ul>	<ul style="list-style-type: none"> <li>Loss of significant assets</li> <li>6% - 15% deviation from budget</li> <li>External audit qualification on accounts</li> <li>High end fraud committed</li> </ul>	<ul style="list-style-type: none"> <li>External investigation</li> <li>Adverse comments national media</li> <li>Stakeholder relationship tenuous</li> </ul>	<ul style="list-style-type: none"> <li>Whole of school operations disrupted</li> <li>Assistance sought from Regional Office</li> </ul>	<ul style="list-style-type: none"> <li>Significant adjustment to resource allocation and service delivery required to deliver SSP goals, targets and key improvement strategies</li> </ul>
<b>Severe</b>	<ul style="list-style-type: none"> <li>Literacy and Numeracy decline</li> <li>Student engagement and connectedness to the school and their peers is very poor</li> <li>Declining number of student options for pathways and transitions</li> </ul>	<ul style="list-style-type: none"> <li>Fatality or permanent disability</li> <li>Stress / trauma event requiring extensive clinical support for multiple individuals</li> </ul>	<ul style="list-style-type: none"> <li>Loss of key assets</li> <li>&gt;15 % deviation from budget</li> <li>Systemic and high value fraud</li> </ul>	<ul style="list-style-type: none"> <li>Commission of inquiry</li> <li>National front-page headlines</li> <li>Stakeholder relationship irretrievably damaged</li> </ul>	<ul style="list-style-type: none"> <li>Normal school operations cease</li> <li>School evacuated</li> <li>Regional Office notified</li> </ul>	<ul style="list-style-type: none"> <li>SSP goals, targets and key improvement strategies cannot be delivered</li> <li>Changes need to be made to the SSP</li> </ul>

**Likelihood Criteria:** This guide provides the indicative terms against which the probability of a risk event occurrence is evaluated.

Descriptor	Description	Indicative %	Indicative Frequency
<b>Almost Certain</b>	Expected to occur	>95%	Multiple times in the next year
<b>Likely</b>	Probably will occur (no surprise)	66-95%	At least once in the next year
<b>Possible</b>	May occur at some stage	26-65%	Once in the next 3 years
<b>Unlikely</b>	Would be surprising if it occurred	5-25%	Once in the next 5 years
<b>Rare</b>	May never occur	<5%	Once in the next 10 years

Note:  
1. **The Likelihood Criteria** refers to the likelihood of the consequence descriptor you have selected i.e. the likelihood of a 'major' consequence.  
2. **The Indicative Frequency** may not be relevant when assessing risks related to repeated activities, or when objectives are to be delivered over discrete periods of time. It should not be the sole basis for assessment.

**DET's Control Effectiveness:** Indicates the self-assessment of control effectiveness.

Controls Effectiveness Rating and Criteria	
<b>Ineffective</b>	<ul style="list-style-type: none"> <li>The design of controls overall, is ineffective in addressing key causes and/or consequences.</li> <li>Documentation and/or communication of the controls does not exist (e.g. policies, procedures, etc.).</li> <li>The controls are not in operation or have not yet been implemented.</li> </ul>
<b>Needs Improvement</b>	<ul style="list-style-type: none"> <li>The design of controls only partially addresses key causes and/or consequences.</li> <li>Documentation and/or communication of the controls (e.g., policies, procedures, etc.) are incomplete, unclear, or inconsistent.</li> <li>The controls are not operating consistently and/or effectively and have not been implemented in full.</li> </ul>
<b>Acceptable</b>	<ul style="list-style-type: none"> <li>The design of controls is largely adequate and effective in addressing key causes and/or consequences.</li> <li>The controls (e.g., policies, procedures, etc.) have been formally documented but not proactively communicated to relevant stakeholders.</li> <li>The controls are largely operating in a satisfactory manner and are providing some level of assurance.</li> </ul>
<b>Effective</b>	<ul style="list-style-type: none"> <li>The design of controls is adequate and effective in addressing the key causes and/or consequences.</li> <li>The controls (e.g., policies, procedures, etc.) have been formally documented and proactively communicated to relevant stakeholders.</li> <li>The controls overall, are operating effectively so as to manage the risk.</li> </ul>

**DET's Risk Rating Matrix:** Used to combine consequence with likelihood to determine the overall level of risk.

Risk Rating Matrix		Consequence				
		Insignificant	Minor	Moderate	Major	Severe
Likelihood	Almost Certain	Medium	High	Extreme	Extreme	Extreme
	Likely	Medium	Medium	High	Extreme	Extreme
	Possible	Low	Medium	Medium	High	Extreme
	Unlikely	Low	Low	Medium	Medium	High
	Rare	Low	Low	Low	Medium	Medium

**DET's Acceptability Chart:** Used to decide whether the risk is acceptable, based on the rating calculated.

<b>Extreme = Unacceptable</b> (must have Principal / School Council / Regional Office oversight)	Immediately consider whether the activity associated with this risk should cease. Any decision to continue exposure to this level of risk should be made at Principal / School Council / Regional Office level, be subject to the development of detailed treatments, on-going oversight and high-level review.
---	---



<p><b>High = Tolerable</b> (with ongoing Principal Class Officer review)</p>	<p>Risk should be reduced by developing treatments. It should be subject to on-going review to ensure controls remain effective, and the benefits balance against the risk. Escalation of this level of risk to Principal Class Officer level should occur.</p>
<p><b>Medium = Tolerable</b> (with frequent risk owner review)</p>	<p>Exposure to the risk may continue, provided it has been appropriately assessed and has been managed to as low as reasonably practicable. It should be subject to frequent review to ensure the risk analysis remains valid and the controls effective. Treatments to reduce the risk can be considered.</p>
<p><b>Low = Acceptable</b> (with periodic review)</p>	<p>Exposure to this risk is acceptable but is subject to periodic review to ensure it does not increase and current control effectiveness does not vary.</p>