Child Safe Standards Risk Register

School name:	Wodonga Senior Secondary College – Wodonga Flexible Learning Centre (WFLC)	Responsible staff member:	Blayne Nagle
Date endorsed:		Endorsed by:	
Next review date:	August 2024	File location:	

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
	• Racism, discrimination and bullying not adequately managed and addressed
	 • Ignorance/lack of awareness
	 • Curriculum that doesn't include Aboriginal Australians
	 • An unwelcoming environment for Aboriginal students
	 • Policy development and review is not consultative
		• Aboriginal students are less likely to trust school staff which may result in them being less likely to report abuse by adults or peers, and make them more vulnerable to harm
		 • Aboriginal students do not feel welcome, safe, respected or valued for their diverse and unique identifies which may result in them being less likely to report abuse by adults or peers and make them more vulnerable to harm
		 • Physical and psychological harm as a result of child abuse
			• 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 include:
			 • Action Plan
			 • 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.
			 • Aboriginal Learning, Wellbeing and Safety Action Plan.
			 • Use Koorie Engagement Support Officers (KESOs) to provide advice about creating culturally inclusive learning environments.
			 • Excursions to Indigenous local and state sites to assist the Koorie students to explore and understand their culture, such as Mugabareena Aboriginal Corporation, Wonga Wetlands and Burraja Discovery Centre.
			 • Acknowledge and celebrate key events and dates such as:
			    - Reconciliation Week (May/June)
			    - NAIDOC Week (July)
			 • Begin events and meetings with an Acknowledgement of Country as a standing agenda item.
			 • Fly the Aboriginal and Torres Strait Islander flags on school and campus grounds.
			 • Celebrate the local Aboriginal community in communications with students, staff, volunteers and families. Share information through school newsletters, school assemblies, parent information nights.
				Yes	Principal is responsible to:
					 • Identify other actions our school may take using the guidance available at PROTECT Child Safe Standard 1
						Term 1 2024 and ongoing

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Provide a risk title and short description.	*Describe the causes of the child safety risk.*	*Describe the **consequences** for children if the child safety risk happens*	*Describe the existing **child safety and wellbeing controls** you have in place to mitigate the child safety risk*	*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?*
			• Invite local indigenous community members to address students on local indigenous history and culture			
Child Safe Standard 2 – School leadership, governance and culture						
Risk Title: Leadership, governance and culture **Description:** There is a risk that child safety and wellbeing is not embedded in the school's leadership, governance and culture **Risk type:** Organisational, Propensity	• Child safety is not prioritised • Decision-making power concentrated in one individual • Unclear accountabilities • Staff and volunteers are unaware of the school's expectations relating to their conduct and role in supporting child safety and wellbeing • Culture of secret keeping • Poor management of conflicts of interest • Lack of leadership on child safety • Poor understanding of the foreseeable risks relating to child abuse • Poor understanding of recordkeeping and information management • Poor child safety messaging	• Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because the school does not have a culture of child safety and reporting of child safety incidents or concerns • Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because staff and volunteer roles and responsibilities are not clear • Poor practices and understanding of information sharing obligations may result in staff or volunteers not sharing important information to reduce the risk of child abuse or conversely, sharing sensitive information inappropriately contributing to further harm. • Poor records and record-keeping practice can contribute to delays or failures to identify and respond to child safety risks and incidents and can obstruct survivors seeking information about their time at our school. It can also compromise the school's ability to monitor for systemic issues that required changes to policy, procedure or practice. • Physical and psychological harm as a result of child abuse	• 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. • Child Safe item in all meetings and recorded in minutes • Training has been developed and delivered to the school council and staff • A child safety officer and team at the campus has been appointed. • Staff position descriptions Include child safety obligations • 12 monthly review of all child safe policies • Federation of government schools in Wodonga collaborate regularly on child safety compliance requirements and monitors the ongoing compliance of all schools involved. • Ensure staff, volunteers, families and the school community have opportunities to make input into improvements by asking what the school does well, and what can be improved. • Ensure staff disclose any potential conflicts of interest and manage relationships and situations to reduce risks arising from conflict of interest.	Yes	Principal is responsible to: • Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 2	Term 1 2024 and ongoing

Schools must tailor example content to be relevant to the school.
Not tailoring the examples content may result in non-compliance with Child Safe Standard 2 and Ministerial Order 1359.

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Provide a risk title and short description.	*Describe the causes of the child safety risk.*	*Describe the consequences for children if the child safety risk happens*	*Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk*	*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?*
			• Leadership team continues to model good practice.			
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	• Students don't know how to make a complaint or raise a concern or don't feel confident that they will be listened to • Students don't understand their rights • Student input in decision making is not supported or valued • Student contributions or concerns are not taken seriously • Students are not offered sexual abuse prevention education • Students are coerced or silenced by adults at the school • Lack of friendship or peer support	• Abuse is more likely to happen if students do not feel supported to participate in decisions that affect them and do not feel like they will be listened to. • Failure to empower students with information about their rights, child safety risks, and sexual abuse prevention will increase the risk of abuse going unidentified and unspoken • If students do not feel confident or empowered to raise a concern, they will be unwilling to report abuse • Lack of friendship or peer support may increase vulnerability to abuse • Lack of friendship or peer support increases the risk that the student will not feel confident to discuss concerns with their peers, making it more likely that abuse will go unidentified and unspoken • Physical and psychological harm as a result of child abuse	• Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented • Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students • Student Wellbeing and Engagement Policy outlines the controls in place to ensure student wellbeing is supported and prioritised • Students are provided with age-appropriate sexual abuse prevention programs and relevant related information through <u>Resilience, Rights and Respectful Relationships teaching and learning materials</u> • Students are educated about their rights through Respectful Relationship Programs • Friendship and peer support are promoted through partnership with other organisations such as theHume Riverina Community Legal Service, Australian Childhood Foundation, Child and Adolescent Mental Health and Junction Support Services. • Run consent education programs for students • Undertaken Diversity Training for the Diversity Project and Equity • Disability Inclusion teacher engages with students and parents/carers on a regular basis • staff apply a trauma-informed approach to working with students who have experienced trauma • All students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a House Leader, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment • Provide training to staff and volunteers to be better attuned to signs of harm and risk factors in students.	Yes	Principal is responsible to: • Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 3 • Invite students to provide feedback on campus wide decisions and take their views into account in decision-making. • Display visually engaging and easy-to-read posters promoting student voice and agency at the new campus site. • Conduct student conversations to discuss students' rights and safety issues. • Display posters acknowledging sexuality and gender diversity and identify safe spaces where students can go if they need support.	Term 1 2024 and ongoing
Child Safe Standard 4 – Family engagement						
Risk Title: Families and community involvement **Description:** There is a risk that families and communities are not informed, and involved in promoting child safety and wellbeing	• 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	• 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	• 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	Yes	Principal is responsible to: • Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 4 • Remind the school community about the shared roles of parents, carers and school staff in creating a positive environment for learning by promoting	Term 1 2024 and ongoing

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Provide a risk title and short description.	*Describe the causes of the child safety risk.*	*Describe the **consequences** for children if the child safety risk happens*	*Describe the existing **child safety and wellbeing controls** you have in place to mitigate the child safety risk*	*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?*
Risk type: Organisational	• Lack of staff training, culture or willingness to engage families and communities	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	and practices through our school website and newsletters. • Students are engaged through social and emotional wellbeing programs • Regularly communicate with families through campus-based newsletters each term and learning mentors have mobile phones that they communicate regularly to families with via calls and sms. • Disability Inclusion teacher engages with students and parents/carers on a regular basis • All students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a House Leader, having an Individual Learning Plan and a SSG and being referred to Student Support Services for an Educational Needs Assessment • Include families in SSGs, and developing individual plans for students • Create a welcoming environment so community members and families feel respected, included and safe to come onto campus premises. • Ensure we communicate with and appropriately involve families at all stages of the process if a concern is raised or complaint is made. • Ensure that students, school staff, and members of the school community know who to contact if they have a concern about child safety.		the Respectful Behaviours in the School Community Policy.	
Child Safe Standard 5 – Equity and diverse needs						

Risk Title: Diversity and equity
 	
Description: There is a risk that equity is not effectively upheld, and diverse needs are not respected in policy and practice
 	
Risk type: Vulnerability
	• Diverse cohorts have not been identified for targeted support (such as students with disability, students who identify as 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
		• Diverse cohorts who do not feel safe or who are not adequately supported for their diverse and specific needs are more at risk of abuse and harm and will be less able or willing to report concerns.
		• Experiencing discrimination can increase a child's vulnerability to abuse and harm and can also mean they are less likely to ask for help or speak up if they have a concern
		Physical and psychological harm as a result of child abuse
			• Our Child Safety and Wellbeing Policy outlines the controls in place to support equity and diverse needs and is implemented
			• 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, transgender, intersex and queer (LGBTIQ+) students
			• Child safety information, support and complaints processes are culturally safe, accessible and easy to understand
			• We have policies to address diversity and equity such as:
			  ✓ Bullying Prevention Policy
			  ✓ Inclusion and Diversity Policy
			• Implemented programs at the campus:
			  ✓ Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials
				Yes	Principal is responsible to:
					• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 5
					
					• Ensure calendar of events demonstrate the embracing of all cohorts including Koorie and Out-of-Home students.
						Term 1 2024 and ongoing

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			✓ Respectful Relationships whole school approach • Disability Inclusion teacher engages with students and parents/carers of a regular basis • Engage KESOs to facilitate learning for indigenous students • All staff at Wodonga FLC have participated in Youth Mental Health First Aid Training. • Ensure friendship and peer support is promoted through student wellbeing and inquiry learning via our SWPBS Program • Create a culture where all forms of diversity are celebrated in our community			

Child Safe Standard 6 – Suitable staff and volunteers

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?

Risk Title: Suitable staff (including contractors engaged by the school in child-related work)
 	
Description: There is a risk that staff are not suitable to work with children or effectively supported to uphold child safety and wellbeing values 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
		• 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
			• 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
			• Established a Wellbeing Team at the campus consisting of a Wellbeing Leader, Psychologist (2 days per week) and School/campus Nurse (1 day per week)
			• Core education support staff are engaged to enable individualised learning
			• All volunteers, visitors, contractors and third-party providers delivering programs to students are provided with our Child Safety Code of Conduct and Child safety and Wellbeing policy
			• Provide an induction to staff, volunteers and contractors engaged in child-related work, regarding child safety and wellbeing that is appropriate to the nature of the role
			• Include child safety and wellbeing as a regular agenda item for staff meetings.
			• Conduct formal and informal observations of staff working with children
			• Ensure all school leaders know how to manage a staff member whose behaviour raises child safety concerns including when to escalate concerns, what records of conversations to keep and how to follow up and monitor staff behaviour after immediate concerns have been addressed.
			• Ensure staff and volunteers understand the need to declare and manage any potential conflicts of
				Yes	Principal is responsible to:
					• Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 6
						Term 1 2024 and ongoing

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			interest, such as family or business relationships or close friendships.			
Risk Title: Suitable Volunteers **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 **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	• 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	• 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 that are working with children or that may have access to students in unsupervised or high-risk settings will always be supervised by a member of school staff • Volunteer behaviour that is inconsistent with our child safety and wellbeing policies and practices will be addressed by staff swiftly and with a focus on child safety and wellbeing. • Provide an induction to volunteers and contractors engaged in child-related work, regarding child safety and wellbeing that is appropriate to the nature of the role. • Communicate regularly with staff and volunteers about the child safety and wellbeing, including promoting the school's Child Safety and Wellbeing Policy and Code of Conduct in newsletters and staff updates. • Ensure staff and volunteers understand the need to declare and manage any potential conflicts of interest, such as family or business relationships or close friendships. • PASS site induction process.	Yes	Principal is responsible to: • Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 6	Term 1 2024 and ongoing
Child Safe Standard 7 – complaints processes						
Risk Title: Complaints processes **Description:** There is a risk that processes for complaints and concerns are not child focused **Risk type:** Organisational, Vulnerability	• Students and parents/carers are uncertain about how to raise a complaint or concern because information is not accessible or easily understood • Processes do not support students, parents and carers to make complaints or raise concerns • Complaints processes or responsible staff do not make students feel safe or supported to report • Student input in decision making is not valued • Student, parent and carer concerns/complaints are not taken seriously • Inadequate response to complaints or concerns relating to child abuse	• Failure to ensure there is accessible, culturally safe and easily understood information on how to raise a complaint or concern increases the risk of students, parents and carers not reporting behaviours of concern or abuse • Students may be unwilling to report behaviours of concern or abuse if they feel they will not be taken seriously or if they do not feel safe to report • Failure to have a clear process for responding to complaints and concerns about child abuse may result in inappropriate or insufficient action being taken resulting in continued or further harm to the child and other children • Physical and psychological harm as a result of child abuse	• The Complaints Policy outlines the controls in place to ensure students are provided with accessible, culturally safe and easily understood information on raising a complaint or concern • Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to child abuse • The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are 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	Yes	Principal is responsible to: • Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 7	

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			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. • Where families require additional support to access policy information using a different format (eg. verbally or visually rather than written or in an alternative language) this will be arranged. • Support students to develop the skills to make complaints and raise concerns by using appropriate teaching and learning materials. • Ensure staff and volunteers are trained to recognise the different ways students' express concerns or distress, such as changing their behaviours or demeanour. • Enable students to raise concerns with a trusted adult if anything makes them feel uncomfortable or unsafe.			
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	• Child safety and wellbeing training not provided to staff and school council annually • Child safety and wellbeing training is not refreshed or updated where policy, practice or law has changed • Volunteers are not required to undertake child safety training that is appropriate to the nature of their role • Training does not cover all necessary topics • Training is poorly facilitated Also refer to Child Safe Standard 6 risks above	• 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	• 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. • All students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a House Leader, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment. • All staff at Wodonga FLC have participated in Youth Mental Health First Aid Training. • Ensure all new staff and volunteers are inducted appropriately to child safety requirements • Keep a record of all staff and volunteers who complete child safety training to ensure all are appropriately trained and training is refreshed as required • Require all staff with Mandatory Reporting obligations to refresh their Protecting Children – Reporting and Other Legal Obligations (Mandatory Reporting) training at least once a year	Yes	Principal is responsible to: • Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 8	Term 1 2024 and ongoing
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	• Areas of child safety risk in the school buildings or grounds are not identified and appropriately supervised or managed.	• There is an increased risk of child abuse occurring on school grounds or buildings if policies, procedures and practices fail to identify and manage areas of risk in the school's physical environment • Physical and psychological harm as a result of child abuse	• Yard Duty and Supervision Policy outlines supervision processes and requirements with a focus on child safety • Yard duty staff are trained to actively patrol the campus • 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	Yes	Principal is responsible to: • Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 9 • All staff to be familiar with the Wodonga site layout and identify	Term 1 2024

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address and manage the risk of abuse and harm in the school's physical environment **Risk type:** Situational			environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct • Students and parents/carers advised of areas that cannot be supervised at each FLC campus		environmental and child safety challenges.	
Risk Title: Online environment **Description:** There is a risk the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse and harm in the school's online environmen**t** **Risk type:** Situational	• Child safety risks in the school's online environment are not identified and appropriately managed. • Students are not provided with education about online risks and appropriate online behaviours. • Online safety measures fail to adapt to emerging technologies and child safety risks	• There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk in the school's online environment – particularly risks relating to grooming and further risk of abuse if the grooming goes undetected. • Physical and psychological harm as a result of child abuse	• Digital Learning Policy outlines the controls in place for online conduct and online safety and is implemented • Acceptable Use Agreements are in place and enforced • Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the online school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct • Staff undertake a privacy impact assessment for apps and other platforms in use by the school which includes the risk of access to children or personal information by people external to the school. • Utilise the e-commissioner resources. • Review advice provided by the e-Safety Commissioner on a regular basis • External agencies providing staff to the school (eg. CRTs, Allied Health staff, NDIS professionals) provide the school with copies of their Child Safety strategies and policies where applicable. • Our Campus Principal is responsible for collecting child safety compliance information about third party providers	Yes	Principal is responsible to: • Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 9 • Conduct a privacy impact assessment for apps and other platforms in use and review on regular basis	

Risk Title: Off-site school activities and use of third-party providers
 	
Description:
 	
There is a risk that the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse at school activities off-site and/or school activities involving third party providers.
 	
Risk type:
	• School staff fail to identify and manage risks of child abuse occurring during off-site school activities
	• School staff fail to identify and manage risks of child abuse by third-party providers engaged by the school
		• There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk for off-site school activities and school activities that involve third party providers.
		• Physical and psychological harm as a result of child abuse
			• Our school complies with relevant policies with respect to the following activities, including policy relating to child safety and wellbeing:
			  • Excursions
			  • 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.
			• The Careers Education program is managed by a Careers teacher
				Yes	Principal is responsible to:
					
					• Identify other actions the school may take using the guidance available at PROTECT Child Safe Standard 9 (Principal)
						Term 1 2024 and ongoing

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?*
Situational, Organisational, Propensity, Vulnerability			• Ensure all new third-party contractors have been provided a copy of the Child Safety Code of Conduct and Child Safety and Wellbeing Policy • Require vendors to provide evidence of compliance with the Child Safe Standards when establishing contracts to deliver services to students. • Conduct specific child safety briefings for excursion or camp staff and volunteers			
Child Safe Standard 10 – Review of child safety practices						
Risk Title: Review and improvement **Description:** There is a risk that the implementation of the Child Safe Standards is not regularly reviewed and improved **Risk type:** Organisational	• Failure to regularly review child safety policies, procedures and practices (every 2 years) or following any significant child safety incident • Failure to use analysis of complaints, concerns and safety incidents to inform possible improvements to child safety policies, procedures and practices • Failure to inform families and communities of the outcome of reviews of child safety policies, procedures and practices	• Child safety policy, procedures and practices may become out of date with any new laws or guidance on good practice, compromising the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Child safety policy, procedures and practices may no longer meet the needs of the local school community compromising the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Child safety policy, procedures and practices are not improved as a result of 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	• Federation of government schools in Wodonga collaborate regularly on child safety compliance requirements and monitors the ongoing compliance of all schools involved. • 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 • We determine the causes of child safety incidents and monitor for repeat issues or systemic failures, updating any child safety policy, procedure or practice where gaps or improvements are identified • We have a log of complaints and concerns to allow us to monitor areas for improvement in our child safety policies, procedures and practices. • We inform families through our school's newsletter when child safety and wellbeing policies are being reviewed and ensure they are invited to provide feedback • Provide review dates to parent/carers in our newsletter so that they can provide input. • Include findings from any child safety reviews in future child safety training for staff and volunteers. • Communicate any review outcomes to students in appropriate ways.	Yes	Principal is responsible to: • Identify other actions the school may take using the guidance available at PROTECT Child Safe Standard 10	Term 1 2024 and ongoing
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.	• 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	• 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	• 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 school leaders regularly reviews PROTECT guidance and other relevant policies to ensure our	Yes	Principal is responsible to: • Identify other actions your school may take using the guidance available at PROTECT Child Safe Standard 11 • Ensure that actions identified in Child Safe Standards Action List have been completed	Term 1 2024 and ongoing

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?*
Risk type: Organisational	procedures due to lack of modelling and support from leaders • Policies and procedures are difficult to understand	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	own local child safety policies, procedures and practices are informed by best practice and updated where required. • As part of the transition from the requirements of Ministerial Order 870 to Ministerial Order 1359 we have implemented the Child Safe Standards Action List • Ensure staff and relevant volunteers are inducted and trained on our child safety and wellbeing policies, procedures and practices and are supported to implement them • Ensure regular reviews of PROTECT guidance and other relevant policies is made ensure our local child safety policies, procedures and practices are informed by best practice and updated where required •			

Schools must tailor example content to be relevant to the school.
Not tailoring the examples content may result in non-compliance with Child Safe Standard 2 and Ministerial Order 1359.