WHS Child Safe Standards Risk Register 2025-2026

School name:	Williamstown High School		Responsible staff member:	Bayview Assistant Principal: Tyson Hartwig
				Pasco Assistant Principal: Corrine Hall
Date endorsed:	3/6/2025		Endorsed by:	Principal & School Council
Next review date:	3/6/2026		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* *Sample content is provided below*	*Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?*	*If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?*	*When will this be done?*
Child Safe Standard 1 – Aboriginal cultural safety						

Risk Title:
 Culturally safe environments
 	
 Description:
 There is a risk to Aboriginal children's safety if the school fails to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and students are respected and valued
 	
 Risk type:
 Situational, Organisational
	• Racism, discrimination and bullying not adequately managed and addressed
	 • Ignorance/lack of awareness
	 • Curriculum that doesn't include Aboriginal Australians
	 • An unwelcoming environment for Aboriginal children
	 • Policy development and review is not consultative
		• Aboriginal children experience physical and psychological harm or abuse because the environment is not culturally safe.
		 • Aboriginal children are less likely to trust school staff which may result in them being less likely to report harm or abuse by adults or peers, and make them more vulnerable to harm
		 • Aboriginal children do not feel welcome, safe, respected or valued for their diverse and unique identifies which may result in them being less likely to report harm or abuse by adults or peers and make them more vulnerable to harm
			• Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented
			 • The following policies outlines the controls in place to establish a culturally safe environment and is implemented.
			   o Student Wellbeing and Engagement Policy
			   o Bullying Prevention Policy
			   o 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.
			 • Student leadership and staff use student voice to run and promote celebration days such as harmony day and NAIDOC week
			 • Aboriginal and Torres Strait Islander resources, books and artworks displayed and accessible at school
			 • Acknowledgement of country at assemblies and school events
			 • Instances of racism within the school environment are responded to with appropriate consequences
			 • Plaques and signs to acknowledge country and traditional owners
			 • Recognition of NAIDOC Week and Harmony Day in W-Files newsletters
				Yes	• Continue to seek feedback from Aboriginal students and their families about what the school does well, and what can be improved – Assistant Principals working with inclusive education team	End of 2025

Child Safe Standard 2 – School leadership, governance and culture						
Risk Title: Leadership, governance and culture **Description:** There is a risk to children's safety if child safety and wellbeing is not	• Children's safety is not prioritised • Decision-making power is 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	• Children experience physical harm or abuse because of leadership, governance and cultural failures • Children are harmed or abused, and it remains undetected or without an appropriate response because the school does not have a culture of child safety and reporting of child safety incidents or concerns	• 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.	Yes		

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embedded in the school's leadership, governance and culture **Risk type:** Organisational, Propensity	• Culture of secret keeping • Poor management of conflicts of interest • Lack of leadership on child safety • Poor understanding of the foreseeable risks relating to harm or abuse • Poor recordkeeping and information management practices • Absence of or poor child safety messaging	• Children are harmed or abused because staff and volunteer roles and responsibilities to prevent or report harm or abuse are not clearly communicated • Harm or abuse continues due to poor practices and understanding of information sharing obligation resulting in staff or volunteers not sharing important information to protect children from harm or abuse or conversely, sharing sensitive information inappropriately contributing to further harm to children. • Poor records and record-keeping limits the ability of new principals to become aware of previous concerning staff behaviour • Poor records and record-keeping practices contribute to delays or failures to identify and respond to child safety risks and incidents, causing obstructions to survivors seeking information about their time at the school and compromising the school's ability to monitor for systemic issues that required changes to policy, procedure or practice.	• Our Child Safety Responding and Reporting Obligations Policy and Procedures outlines the actions staff must take to report concerns relating to child safety and our leaders ensure staff are aware of and follow these procedures • Our Child Safety and Wellbeing Policy and Code of Conduct are publicly available and promoted in the school community • This risk register is reviewed annually and after any significant child safety incident or concern • Our Volunteers Policy supports volunteers to understand their obligations on information sharing and recordkeeping • PROTECT posters and the Four Critical Actions are displayed around the school • Records management obligations are met through adherence to the Records Management - School Records Policy and all staff and relevant volunteers understand their obligations on information sharing and record keeping through induction, training and support from leadership. • Promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings • Campus Assistant principals are the nominated child safety champions (Campus Assistant Principals) to lead the school's child safety approach. They are responsible to review and update the Child Safety Risk Register annually			
Child Safe Standard 3 – Children are safe, informed and actively participate						
Risk Title: Student empowerment **Description:** There is a risk to children's safety if students are not empowered about their rights, able to participate in decisions affecting them or are not taken seriously **Risk type:** Vulnerability	• Children don't know how to make a complaint or raise a concern or don't feel confident that they will be listened to • Students don't understand their rights • Student input in decision making is not supported or valued • Student contributions or concerns are not taken seriously • Students are not offered sexual abuse prevention education • Students are coerced or silenced by adults at the school • Lack of friendship or peer support	• Children experience harm or abuse due to lack of knowledge and empowerment • Children do not feel supported to participate in decisions that affect them and do not feel like they will be listened to, reducing the likelihood that students will seek help or report harm or abuse • Children are not empowered with information about their rights, child safety risks, and sexual abuse prevention, which increases the risk of harm or abuse going unidentified and unspoken • Children do not feel confident or empowered to raise a concern and are unwilling to report harm or abuse	• Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented • Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students • Student Wellbeing and Engagement Policy outlines the controls in place to ensure student wellbeing is supported and prioritised • Students are provided with age-appropriate sexual abuse prevention programs and relevant related information through Resilience, Rights and Respectful Relationships teaching and learning materials • Students are educated about their rights through homegroup curriculum and the respectful	Yes	• Respectful relationships team to review implementation of new 4Rs curriculum into the Homegroup Curriculum in 2025 – APs oversee the 4R's team (MPA, ARO and IOM) • The Respectful Relationships team working with student leadership to review the implementation of new curriculum and possible changes that could occur in 2026- APs oversee the 4Rs team (MPA, ARO and IOM)	End of 2025

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		• Children experience increased vulnerability to harm or abuse due to a lack of friendship or peer support • Children don't feel confident to discuss safety concerns with their peers, making it more likely that harm or abuse will go unidentified and unspoken	relationships curriculum and incursions such as elephant education workshops on consent • Friendship and peer support are promoted through student leadership, student engagement and wellbeing team and homegroups • Tier three meetings are held regularly to identify needs of students and cohorts • Wellbeing supports are actively promoted to students through assemblies and homegroup curriculum. • Students can self-refer to the Youth Worker, Student Wellbeing Coordinator and Health and Engagement Coordinator			
Child Safe Standard 4 – Family engagement						
Risk Title: Families and community involvement **Description:** There is a risk to children's safety if their families and communities are not informed or involved in promoting child safety and wellbeing **Risk type:** Organisational	• Unwelcoming staff • Lack of appreciation of the value of community consultation and engagement • The school does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing • Lack of staff training, cultural sensitivity or willingness to engage families and communities	• Children experience harm or abuse due to an issue that may have been resolved if families and communities were engaged in child safety • Children do not feel safe or able to actively participate in school life (see Child Safe Standard 1 and 3) because child safety and wellbeing practices were developed without input from families, resulting in practices that do not cover all the diverse needs of all students • Children are not protected because families and communities are not engaged in child safety at the school and less likely to be able to support the school to reduce risk by keeping an eye out for unsafe behaviours and raising concerns • Children are at increased risk of harm or abuse because families cannot help students identify harm or abuse • Children who want to make a complaint are not supported by their families • Children may be more vulnerable to harm or abuse due to children and their families being groomed by perpetrators seeking to obtain their trust, and families being unaware of the signs of grooming, harm or abuse	• Our Child Safety and Wellbeing Policy outlines the controls in place to engage families and is implemented • All child safety and wellbeing policies and procedures are publicly available and promoted in the school community • Families and the school community are invited to have a say in the development and review of child safety and wellbeing policies, procedures and practices through promotion in the school newsletter (W-Files) • Bi-termly inclusion of a wellbeing report in the W-Files which is used to promote child safety • Free parent seminar on Cybersafety by Susan McLean, run for parents to attend • Free parent seminar on healthy relationships in the age of pornography run by Maree Crabbe for parents to attend • Staff are encouraged to communicate and build positive relationships with parents	Yes		
Child Safe Standard 5 – Equity and diverse needs						
Risk Title: Diversity and equity **Description:** There is a risk to children from diverse cohorts and their safety, if equity is not effectively upheld and diverse needs are not	• Diverse cohorts have not been identified for targeted support (such as students with disability, students who identify as lesbian, gay, bisexual, trans and gender diverse, intersex, queer and asexual (LGBTIQA+), students in out of home care, international	• Children from diverse cohorts are more vulnerable to harm or abuse because their needs are not respected or accommodated • Children from diverse cohorts do not feel safe, or are not adequately supported for their diverse and specific needs, experience greater risk of harm or abuse and harm and will be less able or willing to report their concerns	• Our Child Safety and Wellbeing Policy outlines the controls in place to support equity and diverse needs and is implemented • Our Student Wellbeing and Engagement Policy outlines how the school pays particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and lesbian, gay, bisexual,	Yes	• Youth worker to continue investigating programs for targeted support for students who are culturally diverse	End of 2025

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respected in policy and practice **Risk type:** Vulnerability	students and students who are culturally and linguistically diverse) • Diverse cohorts not supported adequately • Diverse cohorts feel unwelcome • Lack of staff training on diversity and supporting and responding to vulnerable students • Lack of respectful culture • Incidents of discrimination or humiliation are not effectively addressed and managed	• Children experience discrimination which increases a child's vulnerability to harm or abuse and harm and can also mean they are less likely to ask for help or speak up if they have a concern	trans and gender diverse, intersex, queer and asexual (LGBTIQA+) students • Child safety information, support and complaints processes are culturally safe, accessible and easy to understand • Our bullying prevention and inclusion and diversity policy address diversity and equity • Our school implements: o Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials o Respectful Relationships whole school approach • Student leadership and staff use student voice to celebrate days such as Wear it Purple, Harmony Day, and IDAHOBIT Day • Statement of inclusivity was developed with feedback from all stakeholders, statement is referred to in conversations with students and families. • Inclusion club runs every week with input from student leaders • External supports such as executive functioning sessions for students are offered • Reports of discrimination are responded to promptly with appropriate consequences implemented			
Child Safe Standard 6 – Suitable staff and volunteers						
Risk Title: Suitable staff (including contractors engaged by the school in child-related work) **Description:** There is a risk to children's safety if staff are not suitable to work with children or effectively supported to uphold child safety and wellbeing in practice **Risk type:** Organisational, Propensity	• Poor recruitment and pre-employment screening processes • Provision of false information during recruitment • Poor management of conflicts of interest • Insufficient induction on commencement of working at school • Inappropriate behaviour by other adults is not called out due to lack of empowerment or awareness of behaviours of concern • Insufficient promotion of the school's commitment to child safety • Lack of child safety culture • Insufficient supervision • Performance management does not focus on or address concerns relating to child safety and wellbeing	• Children experience harm or abuse due to unsuitable staff being appointed at the school • Children are harmed because the school does not sufficiently promote its commitment to child safety during recruitment processes, which fails to deter potential predators from seeking employment • Children are harmed because during recruitment, history and behaviours of concern relating to suitability to work with children are not identified • Children are harmed because conflicts of interests in recruiting staff means child safety is not responded to in an objective manner • Children are harmed because staff are not provided with sufficient child safety induction and ongoing child safety training which means staff fail to identify child safety risks and signs of harm, and are unable to respond and report appropriately when they form a reasonable belief that harm has occurred • Children are harmed because the school provides insufficient supervision of teaching practice and performance management for existing staff	• 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 • Seek referees for both staff and volunteers as appropriate, including their last employer, and overseas referees if they've worked overseas. • Conduct a risk assessment to determine the level of ongoing supervision and management, considering the physical layout of the school • School leaders (leading teachers and Principal class) regularly walk-around classrooms and the school yard	Yes	• Keeping an accurate record of staff who have attended the child safe meetings and following up on attendance. – Assistant Principals	Start of 2025

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		• Children are harmed because the school takes inadequate steps to address concerning staff behaviour
		• Children are harmed because staff do not understand their role and responsibilities in promoting and supporting child safety
			• Include child safety and wellbeing as a regular agenda item for staff meetings. These items focus on elements of the school's child safety framework, such as:
			  - identifying grooming and other behaviour that could cause harm to a student. Government schools can use the staff conduct case study (login required) to help staff identify potential grooming behaviours
			  - understanding what types of behaviour should be reported to school leaders
			  - how to respond to an incident, disclosure or suspicions of child abuse
			  - identifying risks in the school's physical and online environment and who to report them to.
			
			• Conduct formal and informal observations of staff working with children. Provide feedback to staff on how to support student's safety and wellbeing through regular check-ins or as appropriate
			• Ensuring es staff are a part of the meeting on child safety issues.
			• Ensure all school leaders (leading teacher and Principals) know how to manage a staff member whose behaviour raises child safety concerns. This includes:
			    o when to escalate concerns
			    o what records of conversations to keep
			    o how to follow up and monitor staff behaviour after immediate concerns have been addressed.
			• Principals take early action to provide feedback to staff and correct any concerning or unsafe conduct to prevent harm before it occurs.
			• Campus and College Principal ensure systems are in place for recording information on staff conduct and any concerns raised
			• Clear process in place for Principal class and Leading Teachers when viewing security footage. Security footage MUST and can only be viewed in the presence of two staff members.			

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Risk Title: Suitable Volunteers **Description:** There is a risk to children's safety if volunteers are not suitable to work with children or effectively supported to uphold child safety and wellbeing in practice **Risk type:** Organisational, Propensity	• Screening processes lack sufficient strength to reveal histories and behaviours of concern • Systems, processes, policies and culture do not demonstrate sufficient strength and transparency to deter potential perpetrators from attempting predatory behaviours • Conflict of interest • Lack of child safety culture • Insufficient induction and training • Insufficient supervision	• Children experience harm or abuse due to unsuitable volunteers being appointed at the school • Children are harmed because the school does not sufficiently promote its commitment to child safety, which fails to deter potential predators from volunteering at the school • Children are harmed because volunteers are not provided with sufficient child safety induction which means staff fail to identify child safety risks and signs of harm, and are unable to respond and report appropriately when they form a reasonable belief that harm has occurred • Children are harmed because volunteers receive insufficient supervision • Children are harmed because the school takes inadequate steps to address concerning behaviour (for example removing volunteer from duties or otherwise ensuring the volunteer does not demonstrate further behaviours of concern)	• Volunteer Policy outlines the controls in place to ensure volunteers are suitable to work with children including screening, induction, and ongoing management and supervision • Volunteers engaged to volunteers engaged in regular after school sports training that may have more access to students in an unsupervised space, volunteers who will be engaging closely with students in a school production where staff supervision may not always be present, volunteers who are not parents/carers of students will be asked to undertake additional screening processes including proof of identity (where this has not already been established), and references addressing suitability for working with children. • Volunteers that are working with children or that may have access to students in unsupervised or high-risk settings will always be supervised by a member of school staff • Volunteer behaviour that is inconsistent with the school's child safety and wellbeing policies and practices will be addressed by school staff swiftly and with a focus on child safety and wellbeing. • Staff who are supervising the volunteers are aware of their role and responsibility.	Yes		
Child Safe Standard 7 – Complaints processes						
Risk Title: Complaints processes **Description:** There is a risk to children's safety if processes for complaints and concerns: - are not designed to be child focused and cannot be readily accessed, understood and used by children and the school community; - do not provide clear guidance on responding to complaints and concerns, including reporting to relevant authorities. **Risk type:** Organisational, Vulnerability	• The complaints process is not publicly available • Complaints processes are not written in simple plain English • Children, parents and carers do not trust the process, or find the complaints process culturally unsafe or incompatible with their culture or religious practices • Children, parents and carers do not feel supported to make complaints or raise concerns • Children's input in decision making is not valued • Children, parents and carers concerns/complaints are not taken seriously • Staff child safety responding and reporting obligations are not clearly described and communicated • The school's complaints process is not child-friendly or easy to follow	• Children experience harm or abuse because complaints processes are not able to be used by children • Children and their families do not report behaviours of concern, harm or abuse because the complaints process is inaccessible, culturally unsafe, incompatible or unable to be understood • Children do not feel safe to report behaviours of concern, harm or abuse • Children experience additional harm because the actions in the complaints process are inappropriate or result in insufficient action being taken to protect children • Children experience harm or abuse because safety policies and procedures are not effectively documented or are difficult to understand, resulting in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities • Children are exposed to an increased level of danger due to a person who uses violence in their household (family violence) being made aware of an incident, suspicion or disclosure of harm or abuse being communicated by the	• Our Complaints Policy outlines the controls in place to ensure students are provided with accessible, culturally safe and easily understood information on raising a complaint or concern • Our Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to harm or abuse • The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are publicly available on the school website • Students are encouraged to raise concerns with their Classroom Teachers, Year Level Coordinators or Assistant/Campus Principals • The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff • Our Child Safety and Wellbeing Policy sets out all recordkeeping, privacy and information sharing obligations that must be met when responding to complaints and concerns. • All complaints and concerns are managed in accordance with employment law obligations and our school seeks advice from Employee Conduct Branch and Legal Division when dealing with	Yes		

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		school without consideration of safety in the home environment	complaints and concerns relating to harm or abuse by a member/former member of staff or school council employee or contractor			
Child Safe Standard 8 – Child safety knowledge, skills and awareness						
Risk Title: Knowledge, skills and awareness **Description:** There is a risk to children's safety if staff and volunteers are not equipped with the knowledge, skills and awareness to keep children and students safe through ongoing education and training **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	• Children experience harm or abuse due to staff and volunteers being inadequately equipped with the knowledge and skills to prevent harm or abuse or identify and respond to instances of harm or abuse if they occur • Children experience harm because staff and volunteers do not know how to identify child safety risks including inappropriate behaviour and signs of harm • Children experience harm because the school's child safety and wellbeing policies and practices are poorly understood by staff and volunteers • Children are exposed to continued harm due to lack of staff knowledge, skills and awareness to stop harm or abuse from occurring	• Our Child Safety and Wellbeing Policy outlines the controls in place to ensure school council and school staff receive appropriate annual guidance and training on child safety and is implemented • Our Volunteers policy provides information on training for volunteers. • Volunteers that are engaged to supervise VCAA are provided with child safety training that is appropriate to the activity and the volunteer's role. • New staff complete an induction program at the beginning of the year • We deliver regular child safety briefings for all staff, for example through staff meetings, newsletters, year level briefings. • 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 • Offer further training appropriate to staff and volunteers' level of involvement in the school community, on topics such as: - child safety (including family violence) - mandatory reporting - responding to student sexual offending - human rights and the rights of children - diversity and inclusion - harassment and bullying - cultural safety - privacy and information sharing. • During our scheduled termly PL weeks' we offer a range of optional and compulsory education and training activities, including: - Staffroom briefings and 'toolbox talks' - Professional Learning Communities - Peer discussions, scenarios and worked examples - Presentations, seminars or webinars - Training days - E-learning modules, for example the National Principles for Child Safe Organisations modules. • Remind staff regularly that they need to be alert for signs of harm and risk factors and aware of physical and online risks to child safety.	Yes	• Identify staff to attend information sharing and family violence reforms training, available as online webinars or eLearning modules – Assistant Principals in conjunction with Student Wellbeing Coordinators	End of Term 3

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			• Provide staff and relevant volunteers with up-to-date contact details for local support services for students and families • Include child safety improvement and training in school planning. • Provide time-release for teachers, non-teaching and auxiliary staff to undertake child safety and related training			
Child Safe Standard 9 – Physical and online environments						
Risk Title: School physical environment **Description**: There is a risk to children's safety if the school's physical environment is not safe, or if risks in this environment are not managed or eliminated effectively **Risk type:** Situational	• Areas of child safety risk in the school buildings or grounds are not identified, appropriately supervised or managed. • Building works are taking place at the school and contractors are present on-site during school hours • visibility to some learning areas may be limited • low fences or publicly accessible sections of the school)	• Children experience harm or abuse because the school physical environment is unsafe • Harm or abuse (either by adults or other students) occurs on school grounds or buildings because the school fails to identify and manage areas of risk in the school's physical environment • Children experience harm on school grounds because the school's built environment does not provide for adequate supervision, line of sight or visibility • Children are groomed, harmed or abused by adults connected to the school because the school environment limits supervision or visibility of staff-student interactions	• Yard Duty and Supervision Policy outlines supervision processes and requirements with a focus on child safety • Yard Duty spaces reviewed each year to ensure all areas of school grounds are supervised appropriately to maintain a safe environment • 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 Bayview wetlands and oval • Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the physical school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct • Visitor and contractor sign-in process and requirement that visitors/contractors wear a lanyard • Regular reminders to staff to approach unaccompanied visitors at the school and monitor the school perimeter • Garden sheds and store cupboards are locked unless in use, with controlled access to keys • Access to isolated, internally lockable, hidden or darkrooms or environments at the school is restricted or prevented. • School grounds are well lit for after school activities • Students are required to inform the teacher before leaving the class for toilets/drink break. The teacher then logs this on Compass. • Toilets and changing rooms are located in a central area of the school and the entrance and exit has good visibility from other areas of the school • Senior school students must remain at school during study blocks during period 3 and 4. Attendance is monitored by supervising staff	Yes	• Signage that directs all visitors to access the site via the Administration Office	

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Provide a risk title and short description.	*Describe the causes of the child safety risk.*	*Describe the **consequences** for children if the child safety risk happens*	*Describe the existing **child safety and wellbeing controls** you have in place to mitigate the child safety risk* ***Sample content is provided below***	*Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?*	*If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?*	*When will this be done?*
			• When works are being completed on the school grounds, works are fenced off and there is no interaction between students and building contractors			
Risk Title: Online environment **Description:** There is a risk to children's safety if the school's online environment is not safe, or if risks in this environment are not managed or eliminated effectively **Risk type:** Situational	• Child safety risks in the school's online environment are not identified and appropriately managed. • Students are not provided with education about online risks and appropriate online behaviours. • Online safety measures fail to adapt to emerging technologies and child safety risks • Online communication channels between adults working in the school and students are not monitored or have insufficient safeguards to prevent inappropriate one to one communication	• Children experience harm or abuse because the school's online environment is unsafe • Children experience harm if policies, procedures and practices fail to identify and manage areas of risk in the school's online environment • Children are groomed online • Children are harmed or abused as a result of undetected grooming • Children are harmed by other students as a result of the school environment not providing for adequate boundaries, supervision and oversight of online school activities	• Digital Learning Policy outlines the controls in place for online conduct and online safety and is implemented • Acceptable Use Agreements are in place and enforced • Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the online school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct • Staff undertake a privacy impact assessment for apps and other platforms in use by the school which includes the risk of access to children or personal information by people external to the school. • Our school complies with the department's Cybersafety and Responsible Use of Digital Technologies policy and Digital Learning in Schools policy • Our school reminds staff at the beginning of each school year that they are only permitted to use Compass, Google classrooms and school email to communicate with students • Incursions on cyber safety are held at various year levels throughout the year • Cybersafe information is included within Homegroup Curriculum • Information shared with parents through W-Files and parent forums on the role they play in monitoring their child's use of digital technologies.	Yes	• Review incursions booked for 2026 to ensure cybersafe incursions are included - YLCs	End of Term 3

Risk Title: Off-site school activities and use of third-party providers
 	
Description:
 	
There is a risk to children's safety if the school's child safety policies, procedures and practices do not adequately address and manage the risk of harm or abuse at school activities off-site and/or
	• School staff fail to identify and manage risks of harm or abuse occurring during off-site school activities
	• School staff fail to identify and manage risks of harm or abuse by third-party providers engaged by the school
	• School does not consider child safety during procurement processes
	• School does not consider child safety during procurement processes
		• Children experience harm or abuse because the school does not adequately manage safety with third-party providers
		• Children are harmed because policies, procedures and practices fail to identify and manage areas of risk for off-site school activities and school activities that involve third-party providers
		• Children experience harm or abuse because they are transported by adults connected with the school in private vehicles without appropriate oversight from school leadership
			• Our school complies with relevant policies with respect to the following activities, including policy relating to child safety and wellbeing:
			  ○ Excursions
			  ○ Procurement
			  ○ School Bus Program
			  ○ NDIS Funded Therapy in Schools
			  ○ Work Experience
			  ○ Structured Workplace Learning
			  ○ School Based Apprenticeships and Traineeships
			  ○ School Community Work
			  ○ Purchasing Secondary Courses and Vocational Training from External Providers
				Yes		

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

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
Provide a risk title and short description.	*Describe the causes of the child safety risk.*	*Describe the consequences for children if the child safety risk happens*	*Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk* *Sample content is provided below*	*Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?*	*If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?*	*When will this be done?*
school activities involving third party providers. **Risk type:** Situational, Organisational, Propensity, Vulnerability			• Our school completes an Excursions Risk Register and Emergency Management plan when required under the department's Excursions policy, including for overnight stays, and identifies, records and implements the controls in place to reduce the risk of students being harmed by child safety incidents occurring on the excursion. • For off-site school activities and school activities engaging a third-party provider, we identify and assess the risks of harm or abuse that are specific to that activity and ensure appropriate controls are in place. This includes activities such as: accelerated sport. **Procurement and third parties:** • We require contractors to provide their Working with Children Clearance upon entry to the school. • We provide contractors with a copy of the Child Safety Code of Conduct and Child Safety and Wellbeing Policy • All third-party providers are required to enter into agreements with the school that include appropriate child safety obligations **Work experience and structured workplace learning** • The Department's Work Experience Policy must be adhered to for each Workplace Learning Option prior, during, and following the period of Work Placement. • Information provided to employer about the Child Safe Standards and acceptable and unacceptable behaviours in dealing with students, including the Fact Sheet for Employers: Child Safe Standards and Workplace Learning • Employer provided with a copy of the school's Child Safety Policy and Code of Conduct • Work Experience Coordinator is available as a contact person for the student for the period of the arrangement • Our students have the Work Experience Coordinator's contact details to report any incidents • Work Experience Coordinator visits or contacts new employers prior to work experience to ensure that an appropriate program is organised for the student • We keep a database of information about work experience placements, including any issues regarding employers			

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RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
Provide a risk title and short description.	*Describe the causes of the child safety risk.*	*Describe the consequences for children if the child safety risk happens*	*Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk* *Sample content is provided below*	*Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?*	*If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?*	*When will this be done?*
Child Safe Standard 10 – Review of child safety practices						
Risk Title: Review and improvement **Description:** There is a risk to children's safety if the implementation of the Child Safe Standards is not regularly reviewed and improved **Risk type:** Organisational	• Failure to regularly review child safety policies, procedures and practices (every 2 years) or following any significant child safety incident • Failure to 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	• Children are harmed because safety policy, procedures and practices are out of date with any new laws or guidance on good child safety practice • Children are harmed because child safety policy, procedures and practices no longer meet the needs of the local school community • Children are harmed because child safety policy, procedures and practices are not improved as a result of analysis of past complaints, concerns and safety incidents, reducing the school's ability to protect students from harm or abuse and to respond appropriately to complaints and concerns	• A register of the school's policies relating to the child safe standards, including approvers and review cycles is used to support staff to maintain and update our policies • A working group comprised of members of the Student Engagement and Wellbeing Team (led by the child safety champions) 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 inform families through our school's newsletter when child safety and wellbeing policies are being reviewed and ensure they are invited to provide feedback	Yes	• Use surveys, focus groups and discussions to review the accessibility and level of awareness of child-safe policies and procedures by students, families, staff and volunteers – Assistant Principals	End of Term 3
Child Safe Standard 11 – Implementation of child safety practices						
Risk Title: Policies and procedures **Description:** There is a risk that policies and procedures do not effectively document how the organisation is safe for children and students and are not effectively implemented by staff and volunteers. **Risk type:** Organisational	• Policies and procedures are developed, but not implemented by school staff • Policies and procedures do not address all actions and measures required under the Child Safe Standards • Policies and procedures are not informed by best practice models and family and community engagement • Staff and relevant volunteers are not provided with an adequate induction or ongoing training and are not properly supported to implement the policies and procedures due to lack of modelling and support from leaders • Policies and procedures are difficult to understand • Policies and procedures are not realistic or feasible • Policies and procedures are unsuitable and may cause additional harm or danger to children	• Children experience harm or abuse because child safety policies and procedures are not implemented effectively or at all • Children will experience harm because child safety policies and procedures fail to address all aspects of the Child Safe Standards, result in gaps in protection of children and increased risk of harm or abuse • Children are exposed to inappropriate behaviour, groomed, harmed or abused because the school failed to induct, train and support staff and relevant volunteers to implement child safety policies and procedures properly • If child safety policies and procedures are not effectively documented or are difficult to understand it may result in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities increasing the risk of harm or abuse • If child safety policies and procedures are not informed by best practice or family and community engagement it may compromise the school's ability to protect children from harm or abuse.	• Our suite of child safety and wellbeing policies and procedures address all aspects of the Child Safe Standards • Our staff and relevant volunteers are inducted and trained on our child safety and wellbeing policies, procedures and practices and are supported to implement them • Our school leaders champion and model our child safety policies, procedures and practices and address any performance concerns relating to staff conduct or implementation • Our Child Safety Champion regularly reviews PROTECT guidance and other relevant policies to ensure our own local child safety policies, procedures and practices are informed by best practice and updated where required. • Be aware of emerging legislation, research and resources in child safety and wellbeing and ensure that policies and procedures are informed by any new developments • Seek feedback from students, families, staff and volunteers on whether the policies and procedures are easy to understand. Make any relevant improvements • Monitor how staff and volunteers contribute to child safety through supervision, discussions, staff meetings and surveys	Yes		

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