Child Safe Standards Risk Register template

School name:	**Yarra Junction Primary School**	**Responsible staff member:**	**Lisa Rankin**
Date endorsed:		**Endorsed by:**	
Next review date:	**16/08/2024**	**File location:**	**Principal Office – YJ staff Google Drive**

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 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 Policy outlines the controls in place to establish a culturally safe environment and is implemented: 1.5
			• Other school Policy documents address Aboriginal cultural safety: 1.5
			    ○ 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:1.3 1.5
			    • All First Nations Students have an IEP:
			1.1, 1.2, 1.3, 1.4
			    • YJPS has a Koorie staff Champion:
			1.1, 1.2, 1.3, 1.4, 1.5
			    • Community Studies- Woiwurrung language
			    At YJPS we embed First Nations Perspectives into learning of Geography, History, Civics & Citizenship:
			1.1
				<mark>Yes</mark>/No	[PROTECT Child Safe Standard 1](#) (Principal)
					
					Minimum Requirements:
					
					1.1 A child's ability to express their culture and enjoy their cultural rights is encouraged and actively supported.
					
					1.2 Strategies are embedded within the organisation which equip all members to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and young people.
					
					1.3 Measures are adopted by the organisation to ensure racism within the organisation is identified, confronted and not tolerated. Any instances of racism are addressed with appropriate consequences.
					
					1.4 The organisation actively supports and facilitates participation and inclusion within it by Aboriginal children, young people and their families.
					
					1.5 All of the organisation's policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.	

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	• 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	• Our Child Safety Policy outlines the controls in place to ensure a child safe culture is embedded across the school and is implemented. – 2.1, 2.3 • Our Child Safety Code of Conduct is adopted and actively enforced by school leadership. Inconsistent staff, contractor or volunteer conduct is swiftly addressed. 2.1, 2.3, 2.4 • Our Child Safety Policy and Code of Conduct are publicly available and promoted in the school community. 2.1, 2.3, 2.4 • 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. 2.6	<mark>Yes</mark>/No	[PROTECT Child Safe Standard 2](#) (Principal) Minimum Requirements: 2.1 The organisation makes a public commitment to child safety. 2.2 A child safe culture is championed and modelled at all levels of the organisation from the top down and bottom up. 2.3 Governance arrangements facilitate implementation of the Child Safety and Wellbeing Policy at all levels.	

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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?*
	• Poor understanding of the foreseeable risks relating to child abuse • Poor understanding of recordkeeping and information management • Poor child safety messaging	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	• PROTECT posters and the Four Critical Actions are displayed around the school- 2.2 • 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.2.1		2.4 A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities. 2.5 Risk management strategies focus on preventing, identifying and mitigating risks to children and young people. 2.6 Staff and volunteers understand their obligations on information sharing and record keeping.	
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 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. 3.1,3.5, 3.6 • Student Wellbeing and Engagement Policy outlines the controls in place to ensure student wellbeing is supported and prioritised 3.1,3.5, 3.6 • Students are provided with age-appropriate sexual abuse prevention programs and relevant related information through Respectful Relationships teaching and learning materials. 3.1,3.3,3.5,3.6 • Students are educated about their rights through our Student Wellbeing and Inclusion Policy. And cohort student meetings.3.1, 3.2, 3.4,3.5, 3.6. • Friendship and peer support are promoted through Wellbeing Program (one lesson per week) that is informed by Respectful Relationships and Resilience Project. 3.2 • Wellbeing team meets regularly with students who have raised a concern through YJ Bullying Survey 3.1, 3.5, 3.6 • Students have access to Wellbeing Team and School Chaplain. (YJ has a formal process of referral to Chaplain) 3.4, 3.5, 3.6	Yes/No	• PROTECT Child Safe Standard 3 (Principal) Minimum Requirements: 3.1 Children and young people are informed about all of their rights, including to safety, information and participation. 3.2 The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated. 3.3 Where relevant to the setting or context, children and young people are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way. 3.4 Staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children and young people to express their views, participate in decision-making and raise their concerns. 3.5 Organisations have strategies in place to develop a culture that facilitates participation and is responsive to the input of children and young people. 3.6 Organisations provide opportunities for children and young people to participate and are responsive to their contributions, thereby strengthening confidence and engagement.	
Child Safe Standard 4 – Family engagement						
Risk Title: Families and community involvement	• Unwelcoming staff • Lack of appreciation of the value of community consultation and engagement	• 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	• Our Child Safety Policy outlines the controls in place to engage families and is implemented. 4.2,4.3, 4.4	Yes/No	• PROTECT Child Safe Standard 4 (Principal)	

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Description: There is a risk that families and communities are not informed, and involved in promoting child safety and wellbeing **Risk type:** Organisational	• The school does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing • Lack of staff training, culture or willingness to engage families and communities	not feel safe or able to actively participate in school life (see Child Safe Standard 1 and 3) • Families and communities not engaged in child safety at the school are less likely to be able to support the school to reduce risk by keeping an eye out for unsafe behaviours and raising concerns. • Families cannot help students identify abuse • Families do not support students who want to make a complaint • If families lack awareness about child safety including risks of child abuse, children may be more vulnerable to being groomed by perpetrators seeking to obtain their trust. • Physical and psychological harm as a result of child abuse	• All child safety and wellbeing policies and procedures are publicly available and promoted in the school community. 4.2, • 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 participation as a School Council Sub-committee or Committee member.4.1,4.2,4.3,4.4 • Students are invited to have a say in the development and review of child safety and Wellbeing policies, procedures and practices through student forums and Junior School Council.4.3,4.4 • Staff are invited to have a say in the development and review of child safety and Wellbeing policies, procedures and practices through Consultative Committee and Community/Wellbeing Community of Practice.4.3, 4.4		**Minimum Requirements:** 4.1 Families participate in decisions affecting their child. 4.2 The organisation engages and openly communicates with families and the community about its child safe approach and relevant information is accessible. 4.3 Families and communities have a say in the development and review of the organisation's policies and practices. 4.4 Families, carers and the community are informed about the organisation's operations and governance.	
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 Policy outlines the controls in place to support equity and diverse needs and is implemented. 5.1,
			• 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.5.3
			• Child safety information, support and complaints processes are culturally safe, accessible and easy to understand. 5.2
			• Other relevant Policies that are implemented at YJPS:
			  ○ Bullying Prevention Policy
			  ○ Inclusion and Diversity Policy
			  ○ Complaints Policy
			     5.2, 5.3, 5.4
			• Implement:
			  ○ Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials
			  ○ Respectful Relationships whole school approach
			
			5.3
				Yes/No	• PROTECT Child Safe Standard 5 (Principal)
					
					Minimum Requirement:
					
					5.1 The organisation, including staff and volunteers, understands children and young people's diverse circumstances, and provides support and responds to those who are vulnerable.
					
					5.2 Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.
					
					5.3 The organisation pays particular attention to the needs of children and young people with disability, children and young people from culturally and linguistically diverse backgrounds, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.
					
					5.4 The organisation pays particular attention to the needs of Aboriginal children and young people and provides/promotes a culturally safe environment for them.	

Child Safe Standard 6 – Suitable staff and volunteers						

Risk Title: Suitable staff (including contractors engaged by the school in child-related work)	• Poor recruitment and pre-employment screening processes
	• Provision of false information during recruitment
		• Insufficient promotion of the school's commitment to child safety during recruitment processes may fail to deter potential predators from seeking employment	• Our Child Safety 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.
				Yes/No	• PROTECT Child Safe Standard 6 (Principal)
					
					Minimum Requirements:	

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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 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	• 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	o to ensure ongoing supervision and management of staff is focused on child safety and wellbeing. 6.1, 6.2, 6.3, 6.4 All actions and strategies outlined in our Child Safety Policy are implemented. 6.1, 6.2, 6.3, 6.4 • All contractors complete an OHS induction Checklist and provide WWCC documentation. 6.2, 6.3, 6.4 • All volunteers comply with our Volunteers Policy and provide WWCC documentation to office staff. 6.2, 6.3, 6.4		6.1 Recruitment, including advertising, referee checks and staff and volunteer pre-employment screening, emphasise child safety and wellbeing. 6.2 Relevant staff and volunteers have current working with children checks or equivalent background checks. 6.3 All staff and volunteers receive an appropriate induction and are aware of their responsibilities to children and young people, including record keeping, information sharing and reporting obligations. 6.4 Ongoing supervision and people management is focused on child safety and wellbeing.	
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. 6.2, 6.3 • Volunteers at YJP engaged to support students at school events where staff supervision may not always be present, will be required to complete additional screening as determined by the principal. Generally, and with preference at YJPS Volunteers attending school events will have access to teaching staff.6.1, 6.2,6.3, 6.4 • 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. 6.4 • 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. 6.4	Yes/No	PROTECT Child Safe Standard 6 (Principal) Minimum Requirements: 6.1 Recruitment, including advertising, referee checks and staff and volunteer pre-employment screening, emphasise child safety and wellbeing. 6.2 Relevant staff and volunteers have current working with children checks or equivalent background checks. 6.3 All staff and volunteers receive an appropriate induction and are aware of their responsibilities to children and young people, including record keeping, information sharing and reporting obligations. 6.4 Ongoing supervision and people management is focused on child safety and wellbeing.	
Child Safe Standard 7 – complaints processes						
Risk Title: Complaints processes	• Students and parents/carers are uncertain about how to raise a	• Failure to ensure there is accessible, culturally safe and easily understood	• Complaints Policy outlines the controls in place to ensure students are provided with accessible,	Yes/No	• PROTECT Child Safe Standard 7 (Principal)	

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Description: There is a risk that processes for complaints and concerns are not child focused **Risk type:** Organisational, Vulnerability	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	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	culturally safe and easily understood information on raising a complaint or concern. 7.1, 7.2, 7.3,7.4, • Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to child abuse . 7.1, 7.2, 7.3,7.4,7.5 • The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are publicly available on the school website. 7.1 • The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff. 7.1, 7.2, 7.3,7.4, • Our Child Safety Policy sets out all recordkeeping, privacy and information sharing obligations that must be met when responding to complaints and concerns . 7.1, 7.2, 7.3,7.4, • All complaints and concerns are managed in accordance with employment law obligations and our school seeks advice from Employee Conduct Branch and Legal Division when dealing with complaints and concerns relating to child abuse by a member/former member of staff or school council employee or contractor. 7.1, 7.2, 7.3,7.4,7.5		Child Safe Minimum Requirements: 7.1 The organisation has an accessible, child-focused complaint handling policy which clearly outlines the roles and responsibilities of leadership, staff and volunteers, approaches to dealing with different types of complaints, breaches of relevant policies or the Code of Conduct and obligations to act and report. 7.2 Effective complaint handling processes are understood by children and young people, families, staff and volunteers, and are culturally safe. 7.3 Complaints are taken seriously and responded to promptly and thoroughly. 7.4 The organisation has policies and procedures in place that address reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting, and co-operates with law enforcement. 7.5 Reporting, privacy and employment law obligations are met.	
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 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. 8.1, 8.2, 8.3 8.4 • Our volunteers policy provides information on training for volunteers. 8.1, 8.2, 8.3 8.4 • Volunteers that are engaged with students, without access to staff supervision are provided with child safety training that is appropriate to the activity and the volunteer's role. 8.1, 8.2, 8.3 8.4 • Staff are informed of the Child Safe Standard E-Learn workshops on Edupay. 8.1, 8.2, 8.3 8.4 •	Yes/No	PROTECT Child Safe Standard 8 (Principal) Child Safe Standards Minimum Requirements: 8.1 Staff and volunteers are trained and supported to effectively implement the organisation's Child Safety and Wellbeing Policy. 8.2 Staff and volunteers receive training and information to recognise indicators of child harm including harm caused by other children and young people. 8.3 Staff and volunteers receive training and information to respond effectively to issues of child safety and wellbeing and support colleagues who disclose harm. 8.4 Staff and volunteers receive training and information on how to build culturally safe environments for children and young people.	
Child Safe Standard 9 – Physical and online environments						
Risk Title: School physical environment **Description:** There is a risk the school's child safety policies,	• 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	• Yard Duty and Supervision Policy outlines supervision processes and requirements with a focus on child safety. 9.3 • 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. At	==Yes==/No	PROTECT Child Safe Standard 9 (Principal) Child Safe minimum requirement:	

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procedures and practices do not adequately address and manage the risk of abuse and harm in the school's physical environment **Risk type:** Situational		• Physical and psychological harm as a result of child abuse	YJPS out of bounds areas are identified on our school map and are signed. 9.1, 9.3, • 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. 9.1, 9.2, 9.3 • garden sheds and store cupboards are locked unless in use, with controlled access to keys.9.3 • school grounds are well lit for after school activities 9.1 • students are required to go to the bathroom with another student during class time or to attend bathrooms within close staff supervision 9.1 • 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 9.1		9.1 Staff and volunteers identify and mitigate risks in the online and physical environments without compromising a child's right to privacy, access to information, social connections and learning opportunities. 9.2 The online environment is used in accordance with the organisation's Code of Conduct and Child Safety and Wellbeing Policy and practices. 9.3 Risk management plans consider risks posed by organisational setting, activities and the physical environment. 9.4 Organisations that contract facilities and services from third parties have procurement policies that ensure the safety of children and young people.	
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 environment **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 9.2 • Acceptable Use Agreements are in place and enforced 9.2 • 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.9.2 • YJPS have an active Technology Community of Practice that reviews Digital learning policy and practices. 9.1, 9.2, 9.3	<mark>Yes</mark>/No	• PROTECT Child Safe Standard 9 (Principal)	

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
	• 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:
			• Government schools –]
			  o Excursions
			  o NDIS Funded Therapy in Schools
			  o Work Experience
			  o Procurement
			  o Structured Workplace Learning
				<mark>Yes</mark>/No	• PROTECT Child Safe Standard 9 (Principal)	

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Vision Statement: We care, We inspire, We Achieve.

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?*
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:** Situational, Organisational, Propensity, Vulnerability			○ School Community Work ○ For others, see the Policy and Advisory Library 9.1 • 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. This is completed within the activities Risk Assessment. School council approves this document. 9.1, 9.4			

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 | • 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.10.1
• The YJPS Wellbeing Team review child safety policies and procedures 10.1
• The YJPS Wellbeing Team and other staff 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.10.1, 10.2, 10.3
• We use compass Wellbeing Chronicles to log and review concerns to allow us to monitor areas for improvement in our child safety policies, procedures and practices. 10.1, 10.2, 10.3
• We inform families through our school's newsletter when child safety and wellbeing policies are being reviewed. 10.3
• We seek School Council parent members feedback on Child Safety and Wellbeing Policies. 10.3
• We hold student forums to inform Child Safe related policies, such as Bullying. 10.1 | ==Yes==/No | PROTECT Child Safe Standard 10 (Principal)

Child Safe Standard minimum requirements:

10.1 The organisation regularly reviews, evaluates and improves child safe practices.

10.2 Complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement.

10.3 The organisation reports on the findings of relevant reviews to staff and volunteers, community and families, and children and young people. | |

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 | • 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 | • Our suite of child safety and wellbeing policies and procedures address all aspects of the Child Safe Standards 11.1, 11.2, 11.3,11.4, 11.5
• Our staff and relevant volunteers are inducted and trained on our child safety and wellbeing policies, procedures and practices and are supported to implement them11.2, 11.3, 11.5
• Our school leaders champion and model our child safety policies, procedures and practices and address any performance concerns relating to staff conduct or implementation11.4, | ==Yes==/No | PROTECT Child Safe Standard 11 (Principal)

Child Safe Standard minimum requirements:

11.1 Policies and procedures address all Child Safe Standards.

11.2 Policies and procedures are documented and easy to understand. | |

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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?*
Risk type: Organisational	implement the policies and procedures due to lack of modelling and support from leaders • Policies and procedures are difficult to understand	• If child safety policies and procedures are not informed by best practice or family and community engagement it may result in compromised ability to protect children from child abuse. • Failure to induct, train and support staff and relevant volunteers on implementation of child safety policies and procedures increases the risk of child abuse • Physical and psychological harm as a result of child abuse	• Principal and Wellbeing Coordinator 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. 11.1, 11.2, 11.3,11.4, 11.5		11.3 Best practice models and stakeholder consultation informs the development of policies and procedures. 11.4 Leaders champion and model compliance with policies and procedures. 11.5 Staff and volunteers understand and implement policies and procedures.	