

Child Safe Standards Risk Register template

School name:	Gaayip-Yagila Primary School	Responsible staff member:	Assistant Principal
Date endorsed:	August 2025	Endorsed by:	Principal
Next review date:	August 2026	File location:	Collaboration – Policies – Child Safe

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
	Describe the causes of the child safety risk.	Describe the consequences for children if the child safety risk happens	Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk	Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?	If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?	When will this be done?
Child Safe Standard 1 – Aboriginal cultural safety						
<p>Risk Title: Culturally safe environments</p> <p>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</p> <p>Risk type: Situational, Organisational</p>	<ul style="list-style-type: none"> Racism, discrimination and bullying not adequately managed and addressed Ignorance/lack of awareness Curriculum that doesn't include Aboriginal Australians An unwelcoming environment for Aboriginal students Policy development and review is not consultative 	<ul style="list-style-type: none"> Aboriginal students are less likely to trust school staff which may result in them being less likely to report abuse by adults or peers, and make them more vulnerable to harm Aboriginal students do not feel welcome, safe, respected or valued for their diverse and unique identities which may result in them being less likely to report abuse by adults or peers and make them more vulnerable to harm Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> Our Child Safety Policy outlines the controls in place to establish a culturally safe environment and is implemented Aboriginal cultural safety is included in these policies: <ul style="list-style-type: none"> Aboriginal Learning, Wellbeing and Safety 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. 	Yes	<ul style="list-style-type: none"> Begin events and meetings with a Welcome to Country or an Acknowledgement of Country as a standing agenda item (incorporate learnings from SPPIKE). Fly the Aboriginal and Torres Strait Islander flags on school grounds and have smaller flags on the administration front desk. Build school wide knowledge of Aboriginal histories, cultures, perspectives, values, skills and attitudes (represented in curriculum scope and sequences and planning). Use exemplars from Marrung PL. Ongoing professional learning; Leadership to continue their focus project (Cultural Engagement) and strategies from SPPIKE and all staff to complete CUST. Leadership to attend Marrung PL. Regular meetings with the KESO and attendance at SSG meetings. Continue implementation of Koorie Group. Create a display with the school's Possum Cloak created with external mentors. Implement NAIDOC week activities. Implement a mentoring program with indigenous role models (newly appointed Koorie staff) to teach cultural activities i.e. cooking and art. Implement cultural morning teas for Aboriginal and Torres Strait Islander families. Upskill with knowledge of Aboriginal healthy eating guides (PL and resources from DPV Health). Run workshops for families. 	Ongoing to August 2026
					Principal and Assistant Principal	

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Child Safe Standard 2 – School leadership, governance and culture						
<p>Risk Title: Leadership, governance and culture</p> <p>Description: There is a risk that child safety and wellbeing is not embedded in the school's leadership, governance and culture</p> <p>Risk type: Organisational, Propensity</p>	<ul style="list-style-type: none"> • Child safety is not prioritised • Decision-making power concentrated in one individual • Unclear accountabilities • Staff and volunteers are unaware of the school's expectations relating to their conduct and role in supporting child safety and wellbeing • Culture of secret keeping • Poor management of conflicts of interest • Lack of leadership on child safety • Poor understanding of the foreseeable risks relating to child abuse • Poor understanding of recordkeeping and information management • Poor child safety messaging 	<ul style="list-style-type: none"> • Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because the school does not have a culture of child safety and reporting of child safety incidents or concerns • Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because staff and volunteer roles and responsibilities are not clear • Poor practices and understanding of information sharing obligations may result in staff or volunteers not sharing important information to reduce the risk of child abuse or conversely, sharing sensitive information inappropriately contributing to further harm. • Poor records and record-keeping practice can contribute to delays or failures to identify and respond to child safety risks and incidents and can obstruct survivors seeking information about their time at our school. It can also compromise the school's ability to monitor for systemic issues that required changes to policy, procedure or practice. • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • Our Child Safety Policy outlines the controls in place to ensure a child safe culture is embedded across the school and is implemented • Our Child Safety Code of Conduct is adopted and actively enforced by school leadership. Inconsistent staff, contractor or volunteer conduct is swiftly addressed. • Our Child Safety 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. 	Yes	<ul style="list-style-type: none"> • Promote the school's child safety policies at assemblies, meetings newsletters and in other regular communications. • Designated professional learning to review the policies with staff (MARAM). • Display our commitment to child safety prominently at reception and around the school grounds. Also include the statement in enrolment packages. • Promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings. • Nominate child safety champions to lead the school's child safety approach. Assign responsibility to the champions to review and update the Child Safety Risk Register annually. • Assess if the school has all the policies it needs for effective practice and compliance. • Ensure visitors are appropriately supervised on site. • Records of who has attended onsite. <p>Principal and Assistant Principal</p>	Ongoing to August 2026
Child Safe Standard 3 – Children are safe, informed and actively participate						
<p>Risk Title: Student empowerment</p> <p>Description: There is a risk that students will not be empowered about their rights, participate in decisions affecting them or be taken seriously</p> <p>Risk type: Vulnerability</p>	<ul style="list-style-type: none"> • Students don't know how to make a complaint or raise a concern or don't feel confident that they will be listened to • Students don't understand their rights • Student input in decision making is not supported or valued • Student contributions or concerns are not taken seriously • Students are not offered sexual abuse prevention education • Students are coerced or silenced by adults at the school • Lack of friendship or peer support 	<ul style="list-style-type: none"> • Abuse is more likely to happen if students do not feel supported to participate in decisions that affect them and do not feel like they will be listened to. • Failure to empower students with information about their rights, child safety risks, and sexual abuse prevention will increase the risk of abuse going unidentified and unspoken • If students do not feel confident or empowered to raise a concern, they will be unwilling to report abuse • Lack of friendship or peer support may increase vulnerability to abuse • Lack of friendship or peer support increases the risk that the student will not feel confident to discuss concerns with their peers, making it more likely that abuse will go unidentified and unspoken • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • Our Child Safety 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 abuse prevention programs and relevant related information through Resilience, Rights and Respectful Relationships teaching and learning materials • Students are educated about their rights through explicit wellbeing lessons • Teachers attend Consent Training to help plan age appropriate lessons • Friendship and peer support are promoted the SWPBS teams (teachers and students) • Peer Mediator program 	Yes	<ul style="list-style-type: none"> • Provide age appropriate and accessible information to students about the Child Safety policy. • Implement Body Safety Australia sessions. • Inform students of their rights including the right to: <ul style="list-style-type: none"> - live and grow up healthy - have a say about decisions affecting them - get information that is important to them - be safe and not harmed by anyone. • Provide information to students through the following curriculum areas <ul style="list-style-type: none"> - RRRR (scope and sequence) - SWPBS - eSmart • Invite students to provide feedback on school-wide decisions and take their 	Ongoing to August 2026

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					views into account in school decision-making. <ul style="list-style-type: none"> • Student Managers to plan targeted wellbeing lessons on safety. • Analyse student data on key wellbeing areas (F-6) to implement supports. • Peer Mediator program. Principal and Wellbeing Team	
Child Safe Standard 4 – Family engagement						
<p>Risk Title: Families and community involvement</p> <p>Description: There is a risk that families and communities are not informed, and involved in promoting child safety and wellbeing</p> <p>Risk type: Organisational</p>	<ul style="list-style-type: none"> • Unwelcoming staff • Lack of appreciation of the value of community consultation and engagement • The school does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing • Lack of staff training, culture or willingness to engage families and communities 	<ul style="list-style-type: none"> • Child safety and wellbeing practices without input from families may result in practices that do not cover all the diverse needs of students, resulting in a risk that students do not feel safe or able to actively participate in school life (see Child Safe Standard 1 and 3) • Families and communities not engaged in child safety at the school are less likely to be able to support the school to reduce risk by keeping an eye out for unsafe behaviours and raising concerns. • Families cannot help students identify abuse • Families do not support students who want to make a complaint • If families lack awareness about child safety including risks of child abuse, children may be more vulnerable to being groomed by perpetrators seeking to obtain their trust. • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • Our Child Safety 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 our school website and newsletters 	<p>Yes</p>	<ul style="list-style-type: none"> • Provide new enrolments with family welcome packs that include information about child safety, the school's complaints processes and how to raise concerns. • Conduct school open days or host community events, to welcome families and the broader community. • Create a welcoming environment at school reception so community members and families feel respected, included and safe to come onto school grounds. • Regularly engage with parents, carers and students and discuss the needs of students through parent/teacher interviews. • Provide frequent opportunities for parents and carers to engage with staff to discuss their children's experiences at school. • Organise interpreters and translations to engage families from non-English speaking backgrounds in conversations about the school's child safety strategies. • Make newsletters and communications inclusive. Normalise a diversity of family profiles and reflect the characteristics of your school community. • Host parent open afternoons to share student work. • Implement community forums – different topics and morning tea with leadership. • Engage with families in sub committees. • Parent input into the SWPBS Team. • Run parent sessions to upskill families (run by Body Safety Australia). • Implement regular SSGs. Principal and Assistant Principal	Ongoing to August 2026

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Child Safe Standard 5 – Equity and diverse needs						
<p>Risk Title: Diversity and equity</p> <p>Description: There is a risk that equity is not effectively upheld, and diverse needs are not respected in policy and practice</p> <p>Risk type: Vulnerability</p>	<ul style="list-style-type: none"> • Diverse cohorts have not been identified for targeted support (such as students with disability, students who identify as lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+), students in out of home care, international students and students who are culturally and linguistically diverse) • Diverse cohorts not supported adequately • Diverse cohorts feel unwelcome • Lack of staff training on diversity and supporting and responding to vulnerable students • Lack of respectful culture • Incidents of discrimination or humiliation are not effectively addressed and managed 	<ul style="list-style-type: none"> • Diverse cohorts who do not feel safe or who are not adequately supported for their diverse and specific needs are more at risk of abuse and harm and will be less able or willing to report concerns. • Experiencing discrimination can increase a child's vulnerability to abuse and harm and can also mean they are less likely to ask for help or speak up if they have a concern • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • Our Child Safety Policy outlines the controls in place to support equity and diverse needs and is implemented • Student Wellbeing and Engagement Policy outlines how the school pays particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+) students • Child safety information, support and complaints processes are culturally safe, accessible and easy to understand • The following documents also outline how the school meets the diversity of its community: <ul style="list-style-type: none"> ○ Bullying Prevention Policy ○ Inclusion and Diversity Policy • Implement: <ul style="list-style-type: none"> ○ Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials ○ Respectful Relationships whole school approach 	Yes	<p>Recognise the range of diverse student and family attributes. Pay attention to:</p> <ul style="list-style-type: none"> • Cultural safety for Aboriginal and Torres Strait Islander students. • The needs of students with disability. • The needs of students from diverse religious and cultural communities. • The impact of prior trauma. • Challenges for students who are in foster care and out of home care. • Communicate that discrimination and bullying are not tolerated – if incidents of bullying or discrimination occur, address the incident in line with school policy. • Check in with vulnerable students and their families to confirm their needs are being met. • Offer buddying and mentoring for students who are at risk of social isolation. • Respond to family violence in a way that is accessible, culturally responsive, safe, child-centred, inclusive and non-discriminatory. Implement screening tools from MARAM PL. • Provide staff and volunteers with training to identify and address racism, bullying and discrimination. • Regularly engage with parents and carers in termly SSG meetings to ensure we are catering to the diverse needs of students. • Nominated staff to complete the CISS and FVISS training as well as Child Link. • Engage with allied health professionals (onsite visits). • Partnerships with other settings (dual enrolments e.g. Yarra Me, Wayi). • Dedicated Inclusion Leading Teacher. <p>Principal and Assistant Principal</p>	Ongoing to August 2026
Child Safe Standard 6 – Suitable staff and volunteers						
<p>Risk Title: Suitable staff (including contractors)</p>	<ul style="list-style-type: none"> • Poor recruitment and pre-employment screening processes 	<ul style="list-style-type: none"> • Insufficient promotion of the school's commitment to child safety during recruitment processes may fail to deter 	<ul style="list-style-type: none"> • Our Child Safety and Policy outlines the controls in place: 	Yes	<ul style="list-style-type: none"> • Ensure recruitment advertisements for staff in child connected work contain: 	Ongoing to August 2026

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<p>engaged by the school in child-related work)</p> <p>Description: There is a risk that staff are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice</p> <p>Risk type: Organisational, Propensity</p>	<ul style="list-style-type: none"> • 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 	<p>potential predators from seeking employment</p> <ul style="list-style-type: none"> • History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse • Conflicts of interests in recruiting staff may increase the risk of other staff not reporting concerns relating to staff conduct, and where concerns are reported or identified, increased risk of them not being responded to in an objective manner with the focus on child safety and wellbeing. • Insufficient induction results in the increased risk that staff fail to identify child safety risks and signs of harm and are unable to respond appropriately when they do identify risks of harm or when a complaint or concerns is disclosed to them. • Insufficient supervision and performance management results in increased risk of child abuse and harm to students • Staff do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> ○ 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 		<ul style="list-style-type: none"> - the job's requirements, including expected knowledge of child development appropriate to the role - an outline of duties and responsibilities regarding child safety and wellbeing - essential or relevant qualifications, experience and attributes in relation to child safety and wellbeing. <ul style="list-style-type: none"> • Screen all staff, volunteers, leaders and school governing board members for their suitability during recruitment. • Seek referees for both staff and volunteers as appropriate, including their last employer, and overseas referees if they've worked overseas. • Ask referees about the person's character and experience in working directly with children and young people. • School leaders regularly walk-around classrooms and the school yard. • Include child safety and wellbeing as a regular agenda item for staff meetings at all levels. Allocate a mentor to new staff for the first 12 months to provide guidance on teaching practices and professional conduct. • Train all staff and volunteers as appropriate to their roles. • Ensure staff completing their VIT Project are provided with information about code of conduct and child safety to ensure their responsibilities. <p>Principal and Assistant Principal</p>	
<p>Risk Title: Suitable Volunteers</p> <p>Description: There is a risk that volunteers are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice</p> <p>Risk type: Organisational, Propensity</p>	<ul style="list-style-type: none"> • Screening processes lack sufficient strength to reveal histories and behaviours of concern • Systems, processes, policies and culture do not demonstrate sufficient strength and transparency to deter potential perpetrators from attempting predatory behaviours • Conflict of interest • Lack of child safety culture • Insufficient induction and training • Insufficient supervision 	<ul style="list-style-type: none"> • Insufficient promotion of the school's commitment to child safety may fail to deter potential predators from volunteering at the school • History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse • Insufficient induction results in the increased risk that volunteers do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm. • Insufficient supervision results in increased risk of child abuse and harm to students • Inadequate steps to address concerning behaviour may result in increased risk of harm (for example removing volunteer from 	<ul style="list-style-type: none"> • 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 work on school grounds with 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. 	<p>Yes</p>	<ul style="list-style-type: none"> • Provide all volunteers with the school's Child Safety and Wellbeing Policy and Child Safety Code of Conduct and links to child safety resources. • Conduct a risk assessment to determine what level of ongoing supervision and management is necessary, considering the physical layout of your school, any concerns that may have been raised previously and other relevant risk factors. • Ensure the process for signing in/out and providing supporting documentation is regularly reviewed. • Provide induction that covers: <ul style="list-style-type: none"> - the Child Safety and Wellbeing Policy 	<p>Ongoing to August 2026</p>

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		<ul style="list-style-type: none"> duties or otherwise ensuring the volunteer does not demonstrate further behaviours of concern) • Physical and psychological harm as a result of child abuse 			<ul style="list-style-type: none"> - the Child Safety Code of Conduct - how to contribute to identifying, removing or reducing risks - recordkeeping and information sharing requirements - school values and philosophy - procedures for managing complaints - privacy and reporting protocols. <p>Principal and Assistant Principal</p>	
Child Safe Standard 7 – Complaints processes						
<p>Risk Title: Complaints processes</p> <p>Description: There is a risk that processes for complaints and concerns are not child focused</p> <p>Risk type: Organisational, Vulnerability</p>	<ul style="list-style-type: none"> • Students and parents/carers are uncertain about how to raise a complaint or concern because information is not accessible or easily understood • Processes do not support students, parents and carers to make complaints or raise concerns • Complaints processes or responsible staff do not make students feel safe or supported to report • Student input in decision making is not valued • Student, parent and carer concerns/complaints are not taken seriously • Inadequate response to complaints or concerns relating to child abuse 	<ul style="list-style-type: none"> • Failure to ensure there is accessible, culturally safe and easily understood information on how to raise a complaint or concern increases the risk of students, parents and carers not reporting behaviours of concern or abuse • Students may be unwilling to report behaviours of concern or abuse if they feel they will not be taken seriously or if they do not feel safe to report • Failure to have a clear process for responding to complaints and concerns about child abuse may result in inappropriate or insufficient action being taken resulting in continued or further harm to the child and other children • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • Complaints Policy outlines the controls in place to ensure students are provided with accessible, culturally safe and easily understood information on raising a complaint or concern • Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to child abuse • The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are publicly available on the school website • The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff • Our Child Safety Policy sets out all recordkeeping, privacy and information sharing obligations that must be met when responding to complaints and concerns. • All complaints and concerns are managed in accordance with employment law obligations and our school seeks advice from Employee Conduct Branch and Legal Division when dealing with complaints and concerns relating to child abuse by a member/former member of staff or school council employee or contractor 	Yes	<ul style="list-style-type: none"> • Encourage students to raise concerns with a trusted adult if anything makes them feel uncomfortable or unsafe. • Make sure it is easy for students, families, staff and volunteers to access and understand the complaints process. Host the school's Complaints Policy on a public-facing website, make physical copies available from the school and include information about how to make a complaint in the school welcome pack. • Include information to students and their families about: <ul style="list-style-type: none"> - how to make a complaint - what to expect the school to do when responding to a complaint - how the school will support complainants. • Set out actions when the complaint is about a staff member, volunteer, parent or another adult in line with the school's Complaints Policy. • Display the PROTECT Four Critical Actions poster in the staff room. • Ensure staff and volunteers understand the complaints policy, the Four Critical Actions, failure to report and failure to protect offences, grooming, child abuse and family violence, mandatory reporting and their roles in the process. • Create a record of all reports/complaints. • Implement processes to ensure staff safety (Access Restrictions folder reviewed and updated monthly). • Upskill staff in leading difficult conversations (middle leaders PL and selected staff Victorian Academy of Teaching and Leadership). 	Ongoing to August 2026

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Child Safe Standard 8 – Child safety knowledge, skills and awareness						
<p>Risk Title: Knowledge, skills and awareness</p> <p>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</p> <p>Risk type: Organisational</p>	<ul style="list-style-type: none"> • Child safety and wellbeing training not provided to staff and school council annually • Child safety and wellbeing training is not refreshed or updated where policy, practice or law has changed • Volunteers are not required to undertake child safety training that is appropriate to the nature of their role • Training does not cover all necessary topics • Training is poorly facilitated <p>Also refer to Child Safe Standard 6 risks above</p>	<ul style="list-style-type: none"> • Inability to identify child safety risks including inappropriate behaviour and signs of harm resulting in increased risk of failing to protect children from child abuse, and underreporting of child safety incidents to relevant staff and authorities • Insufficient understanding about the school's child safety and wellbeing policies, practices, and obligations results in increased risk that they will not be appropriately implemented by staff and volunteers and an increased risk to students of child abuse occurring and of continuing to occur undetected. • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • Our Child Safety Policy outlines the controls in place to ensure school council and school staff receive appropriate annual guidance and training on child safety and is implemented • Our Volunteers policy provides information on training for volunteers. • Volunteers that are engaged in child connected work are provided with child safety training that is related to their work • Staff and School Council have annual Child Safe professional learning • Mandatory Reporting online module 	<p>Yes</p>	<ul style="list-style-type: none"> • Provide an induction for new staff, volunteers and new school council members on child safety, appropriate to the person's role that covers: <ul style="list-style-type: none"> - the Child Safety and Wellbeing Policy - the Child Safety Code of Conduct - the Child Safety Responding and Reporting Obligations (incl. mandatory Reporting) policy and procedures - signs of harm and risk factors caused by peers or adults (including grooming and family violence) and the different ways young people express concerns or disclose harm - building culturally safe environments - privacy, information sharing and recordkeeping obligations - how to facilitate child-friendly ways for students to express their views, participate in decision making and raise concerns • 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. • 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. • Ensure staff are supported when making a mandatory report. • Have a dedicated contact person for DFFH and TOD (Wellbeing AP) who will share need to know information with stakeholders. 	<p>Ongoing to August 2026</p>
					Principal and Assistant Principal	

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RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
Child Safe Standard 9 – Physical and online environments						
<p>Risk Title: School physical environment</p> <p>Description: There is a risk the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse and harm in the school's physical environment</p> <p>Risk type: Situational</p>	<ul style="list-style-type: none"> • Areas of child safety risk in the school buildings or grounds are not identified and appropriately supervised or managed. 	<ul style="list-style-type: none"> • There is an increased risk of child abuse occurring on school grounds or buildings if policies, procedures and practices fail to identify and manage areas of risk in the school's physical environment • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • Yard Duty and Supervision Policy outlines supervision processes and requirements with a focus on child safety • Yard duty staff are trained to actively patrol the school grounds, paying particular attention to secluded areas that have been identified as high risk including out of bounds areas • Supervised play for students with high safety risk • 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 Policy and Child Safety Code of Conduct • Students are advised that behind the gym and fence lines are out of bounds as the area cannot be supervised • School grounds are well lit for after school activities • Students are required to go to the bathroom with another student during class time • 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 	Yes	<ul style="list-style-type: none"> • Supervise students properly in all settings, including the playground, excursions and camps (run a specialised supervised play program parallel to clubs-organised by Wellbeing Team). • Give particular attention to the safety, diverse needs and vulnerabilities of students in each activity or setting (have regular parent meetings in regards to reviewing safety plans). • Inform students and their families about appropriate use of the school's technology, safety tools and how to seek help and report concerns including cyberbullying and online grooming. • Keep up to date with current online safety issues and expert information from specialist government and non-government bodies including the Office of the e-Safety Commissioner, and eSmart Schools. • Keep records of risk management activities, including risk assessments for camps and excursions. 	Ongoing to August 2026
<p>Risk Title: Online environment</p> <p>Description: There is a risk the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse and harm in the school's online environment</p> <p>Risk type: Situational</p>	<ul style="list-style-type: none"> • Child safety risks in the school's online environment are not identified and appropriately managed. • Students are not provided with education about online risks and appropriate online behaviours. • Online safety measures fail to adapt to emerging technologies and child safety risks 	<ul style="list-style-type: none"> • There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk in the school's online environment – particularly risks relating to grooming and further risk of abuse if the grooming goes undetected. • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • 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 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. • eSmart day and staff/parent session. • Lessons for students (multi-age). 	Yes	<ul style="list-style-type: none"> • Inform students about spaces that are off limits, including out-of-bounds areas, storerooms and staff rooms. • Nominate ratios of staff and volunteers to students for different types of activities. • Keep records of any court orders in place regarding access or intervention orders and communicate to staff who can collect students in these circumstances. • Address acceptable and non-acceptable behaviour in online environments in the school's Child Safety Code of Conduct. • Professional learning on eSafety for all staff organised by the Leading Teacher. <p>Principal and Assistant Principal</p>	August 2026
<p>Risk Title: Off-site school activities and use of third-party providers</p> <p>Description: There is a risk that the school's child safety policies, procedures and</p>	<ul style="list-style-type: none"> • School staff fail to identify and manage risks of child abuse occurring during off-site school activities • School staff fail to identify and manage risks of child abuse by third-party providers engaged by the school 	<ul style="list-style-type: none"> • There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk for off-site school activities and school activities that involve third party providers. • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • Our school complies with relevant policies with respect to the following activities, including policy relating to child safety and wellbeing: • The following policies are implemented: <ul style="list-style-type: none"> ◦ Excursions ◦ NDIS Funded Therapy in Schools • 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 	Yes		Ongoing to August 2026

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RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
<p>practices do not adequately address and manage the risk of abuse at school activities off-site and/or school activities involving third party providers.</p> <p>Risk type: Situational, Organisational, Propensity, Vulnerability</p>			<p>that activity and ensure appropriate controls are in place. This includes activities such as: football clinics on or off-site run by third party providers]</p>			
Child Safe Standard 10 – Review of child safety practices						
<p>Risk Title: Review and improvement</p> <p>Description: There is a risk that the implementation of the Child Safe Standards is not regularly reviewed and improved</p> <p>Risk type: Organisational</p>	<ul style="list-style-type: none"> • Failure to regularly review child safety policies, procedures and practices (every 2 years) or following any significant child safety incident • Failure to use analysis of complaints, concerns and safety incidents to inform possible improvements to child safety policies, procedures and practices • Failure to inform families and communities of the outcome of reviews of child safety policies, procedures and practices 	<ul style="list-style-type: none"> • Child safety policy, procedures and practices may become out of date with any new laws or guidance on good practice, compromising the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Child safety policy, procedures and practices may no longer meet the needs of the local school community compromising the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Child safety policy, procedures and practices are not improved as a result of analysis of past complaints, concerns and safety incidents, reducing the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Physical and psychological harm as a result of child abuse 	<ul style="list-style-type: none"> • A register of the school's policies relating to the child safe standards, including approvers and review cycles is used to support staff to maintain and update our policies • A working group (led by the child safety champion) is established to review child safety policies and procedures • We determine the causes of child safety incidents and monitor for repeat issues or systemic failures, updating any child safety policy, procedure or practice where gaps or improvements are identified • We have a log of complaints and concerns to allow us to monitor areas for improvement in our child safety policies, procedures and practices. • We inform families through our school's newsletter when child safety and wellbeing policies are being reviewed and ensure they are invited to provide feedback 	<p>Yes</p>	<ul style="list-style-type: none"> • Consider practices including • What's changed since the school last reviewed child safety? • Can the school adapt its environment to better support child safety? • Do the current child safety policies and procedures address Ministerial Order 1359? • Review any practices that need modification and upskill the staff involved. • Have an updated school folder, easily accessible. <p>Schools must review their child safety and wellbeing policies:</p> <ul style="list-style-type: none"> • after any significant child safety incident. • at least once every 2 years. <p>Principal and Assistant Principal</p>	<p>August 2026</p>
Child Safe Standard 11 – Implementation of child safety practices						
<p>Risk Title: Policies and procedures</p> <p>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.</p> <p>Risk type: Organisational</p>	<ul style="list-style-type: none"> • The policies and procedures do not address all actions and measures required under the Child Safe Standards • The policies and procedures are not informed by best practice models and family and community engagement • Staff and relevant volunteers are not provided with an adequate induction or ongoing training and are not properly supported to implement the policies and procedures due to lack of 	<ul style="list-style-type: none"> • If child safety policy and procedures fail to address all aspects of the Child Safe Standards it will result in gaps in protection of children and increased risk relating to child abuse • If child safety policies and procedures are not effectively documented or are difficult to understand it may result in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities increasing the risk of child abuse • If child safety policies and procedures are not informed by best practice or family and community engagement it may result in 	<ul style="list-style-type: none"> • 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, 	<p>Yes</p>	<ul style="list-style-type: none"> • Publish your child safety policies in an easily accessible, public-facing location, such as the school website. • Integrate child safety into induction processes, ongoing education, training and supervision for all staff and volunteers. • Provide copies of your child safety policies in welcome packs and transition resources. • Highlight child safety in recruitment processes. 	<p>August 2026</p>

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	modelling and support from leaders • Policies and procedures are difficult to understand	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	procedures and practices are informed by best practice and updated where required.		<ul style="list-style-type: none"> • Allocate regular time for a child safety agenda item for all-staff or faculty meetings. • Seek feedback from students, families, staff and volunteers on whether the policies and procedures are easy to understand. Make any relevant improvements. Principal and Assistant Principal	

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