Child Safe Standards Risk Register

Further guidance for completing this template is available on PROTECT.

School name:	Lake Bolac College	**Responsible staff member:**	Kirralee Keilar
Date endorsed:	Wednesday 19th August 2026	**Endorsed by:**	School Council
Next review date:	August 2027	**File location:**	Shared Drives > Business Manager > Policies

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
Provide a risk title and short description.	*Describe the causes of the child safety risk.*	*Describe the consequences for children if the child safety risk happens*	*Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk* *Sample content is provided below*	*Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?*	*If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?*	*When will this be done?*
Child Safe Standard 1 – Aboriginal cultural safety						
Risk Title: Culturally safe environments **Description:** There is a risk to Aboriginal children's safety if the school fails to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and students are respected and valued **Risk type:** Situational, Organisational	• Racism, discrimination and bullying not adequately managed and addressed • Ignorance/lack of awareness • Curriculum that doesn't include Aboriginal Australians • An unwelcoming environment for Aboriginal children • Policy development and review is not consultative	• Aboriginal children experience physical and psychological harm or abuse because the environment is not culturally safe. • Aboriginal children are less likely to trust school staff which may result in them being less likely to report harm or abuse by adults or peers, and make them more vulnerable to harm • Aboriginal children do not feel welcome, safe, respected or valued for their diverse and unique identifies which may result in them being less likely to report harm or abuse by adults or peers and make them more vulnerable to harm	• Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented. • Our Reconciliation Action Plan, Student Wellbeing and Engagement Policy, Bullying Prevention Policy and Inclusion and Diversity Policy support Aboriginal cultural safety. • Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and Student Wellbeing and Engagement Policy. • A Welcome to Country or Acknowledgement of Country is incorporated into significant school events and meetings where appropriate. • The Aboriginal and Torres Strait Islander flags are displayed on school grounds. • The school implements the Department's Koorie Education Policy and supports the Marrung Aboriginal Education Plan. • Staff participate in professional learning relating to Aboriginal cultural safety and inclusive practices. • Curriculum planning incorporates Aboriginal and Torres Strait Islander perspectives across learning areas. • Aboriginal resources are incorporated into classrooms and the school library. • The school recognises National Reconciliation Week, NAIDOC Week, National Sorry Day, National Aboriginal and Torres Strait Islander Children's Day and participates in local cultural opportunities, including the Lake Bolac Eel Festival where appropriate.	Yes	• Continue to review curriculum, policies and practices annually to ensure Aboriginal cultural safety remains embedded across the school. **Responsible:** Principal and Child Safety Champion.	Ongoing (reviewed annually)
Child Safe Standard 2 – School leadership, governance and culture						
Risk Title: Leadership, governance and culture	• Children's safety is not prioritised • Decision-making power is concentrated in one individual • Unclear accountabilities	• Children experience physical harm or abuse because of leadership, governance and cultural failures • Children are harmed or abused and it remains undetected or without an appropriate response because the school does not have a culture of child	• Our Child Safety and Wellbeing Policy outlines the controls in place to ensure a child safe culture is embedded across the school and is implemented. • Our Child Safety Code of Conduct is adopted and actively enforced by school leadership. Inconsistent staff,	Yes	• Continue to monitor and strengthen child safety leadership, governance and culture through annual policy reviews, staff consultation, ongoing professional learning and regular review of child safety practices.	Ongoing (reviewed annually)

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?*
Description: There is a risk to children's safety if child safety and wellbeing is not embedded in the school's leadership, governance and culture **Risk type:** Organisational, Propensity	• 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 harm or abuse • Poor recordkeeping and information management practices • Absence of or poor child safety messaging	safety and reporting of child safety incidents or concerns • Children are harmed or abused because staff and volunteer roles and responsibilities to prevent or report harm or abuse are not clearly communicated • Harm or abuse continues due to poor practices and understanding of information sharing obligation resulting in staff or volunteers not sharing important information to protect children from harm or abuse or conversely, sharing sensitive information inappropriately contributing to further harm to children. • Poor records and record-keeping limits • the ability of new principals to become aware of previous concerning staff behaviour • Poor records and record-keeping practices contribute to delays or failures to identify and respond to child safety risks and incidents, causing obstructions to survivors seeking information about their time at the school and compromising the school's ability to monitor for systemic issues that required changes to policy, procedure or practice.	contractor or volunteer conduct is addressed promptly and appropriately. • Our Child Safety Responding and Reporting Obligations Policy and Procedures outline the actions staff must take when responding to child safety concerns. Staff complete mandatory annual child safety training and are regularly reminded of their reporting obligations. • Our Child Safety and Wellbeing Policy and Child Safety Code of Conduct are publicly available on the school website and promoted to the school community through induction processes and school communications. • This Child Safe Standards Risk Register is reviewed annually and following any significant child safety incident, legislative change or identified risk. • Our Volunteers Policy supports volunteers to understand their responsibilities regarding child safety, information sharing and recordkeeping. • PROTECT resources, including the Four Critical Actions posters, are displayed in key staff locations and referred to during induction and training. • Records management obligations are met through compliance with the Department's Records Management Policy. Staff understand their obligations regarding information sharing, privacy and recordkeeping through induction, annual training and ongoing leadership support. • A Child Safety Champion has been appointed to support the implementation, monitoring and continuous improvement of child safe practices across the school. • Child safety is a standing agenda item in leadership meetings and is regularly discussed at staff meetings and School Council as required.		**Responsible:** Principal and Child Safety Champion.	
Child Safe Standard 3 – Children are safe, informed and actively participate						
Risk Title: Student empowerment **Description:** There is a risk to children's safety if students are not empowered about their rights, able to participate in decisions affecting them or are not taken seriously **Risk type:** Vulnerability	• Children don't know how to make a complaint or raise a concern or don't feel confident that they will be listened to • Students don't understand their rights • Student input in decision making is not supported or valued • Student contributions or concerns are not taken seriously • Students are not offered sexual abuse prevention education • Students are coerced or silenced by adults at the school • Lack of friendship or peer support	• Children experience harm or abuse due to lack of knowledge and empowerment • Children do not feel supported to participate in decisions that affect them and do not feel like they will be listened to, reducing the likelihood that students will seek help or report harm or abuse • Children are not empowered with information about their rights, child safety risks, and sexual abuse prevention, which increases the risk of harm or abuse going unidentified and unspoken • Children do not feel confident or empowered to raise a concern and are unwilling to report harm or abuse • Children experience increased vulnerability to harm or abuse due to a lack of friendship or peer support	• Our Child Safety and Wellbeing Policy outlines the controls in place to support student empowerment and is implemented across the school. • Our Complaints Policy provides students with clear, accessible and age-appropriate information about how to raise concerns or make a complaint. This information is promoted to students and families through Compass, the school website and student induction processes. • Our Student Wellbeing and Engagement Policy outlines the school's approach to supporting student wellbeing, participation and safety. • Students participate in age-appropriate child safety, protective behaviours and respectful relationships education through the Victorian Curriculum and the **Resilience, Rights and Respectful Relationships (RRRR)** program.	Yes	• Continue to strengthen student voice and participation by regularly seeking student feedback on child safety practices and incorporating student perspectives into policy review and wellbeing initiatives. **Responsible:** Principal, Assistant Principal, Wellbeing Team and Child Safety Champion.	Ongoing (reviewed annually)

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?*
		• Children don't feel confident to discuss safety concerns with their peers, making it more likely that harm or abuse will go unidentified and unspoken	• Students are educated about their rights, responsibilities and available support through classroom programs, assemblies, **Resilience, Rights and Respectful Relationships (RRRR)** lessons and wellbeing initiatives. • Student voice is actively encouraged through the Student Representative Council (SRC), student leadership opportunities, classroom feedback, student surveys and participation in school decision-making where appropriate. • Positive friendships, inclusion and peer support are promoted through whole-school wellbeing initiatives, **Resilience, Rights and Respectful Relationships (RRRR)**, camps, transition programs and student leadership opportunities. • Students are encouraged to identify trusted adults within the school and are regularly reminded how and where they can seek help if they feel unsafe. • Wellbeing staff, classroom teachers and school leaders provide ongoing opportunities for students to discuss concerns in a safe and supportive environment.			
Child Safe Standard 4 – Family engagement						
Risk Title: Families and community involvement **Description:** There is a risk to children's safety if their families and communities are not informed or involved in promoting child safety and wellbeing **Risk type:** Organisational	• Unwelcoming staff • Lack of appreciation of the value of community consultation and engagement • The school does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing • Lack of staff training, cultural sensitivity or willingness to engage families and communities	• Children experience harm or abuse due to an issue that may have been resolved if families and communities were engaged in child safety • Children do not feel safe or able to actively participate in school life (see Child Safe Standard 1 and 3) because child safety and wellbeing practices were developed without input from families, resulting in practices that do not cover all the diverse needs of all students • Children are not protected because families and communities are not engaged in child safety at the school and less likely to be able to support the school to reduce risk by keeping an eye out for unsafe behaviours and raising concerns • Children are at increased risk of harm or abuse because families cannot help students identify harm or abuse • Children who want to make a complaint are not supported by their families • Children may be more vulnerable to harm or abuse due to children and their families being groomed by perpetrators seeking to obtain their trust, and families being unaware of the signs of grooming, harm or abuse	• Our Child Safety and Wellbeing Policy outlines the controls in place to engage families and is implemented across the school. • All child safety and wellbeing policies and procedures are publicly available on the school website and are promoted to families through Compass and other school communications. • Families and the wider school community are invited to contribute to the development and review of child safety and wellbeing policies, procedures and practices through School Council, parent consultation, surveys and community feedback opportunities. • Child safety information is provided to new families as part of the enrolment process and is reinforced through school communications throughout the year. • The school maintains open and respectful communication with families through Compass, newsletters, parent information sessions, Student Support Group (SSG) meetings, parent-teacher interviews and wellbeing meetings where appropriate. • Families are encouraged to raise child safety concerns through the school's Complaints Policy and are provided with clear information about how concerns will be managed. • Community information sessions and wellbeing initiatives are offered throughout the year to support student safety, wellbeing and online safety where appropriate.	Yes	• Continue to strengthen family engagement by providing regular opportunities for families to contribute to the review of child safety policies and promoting child safety information through ongoing school communications. **Responsible:** Principal, Assistant Principal and Child Safety Champion.	Ongoing (reviewed annually)

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?*
			• PROTECT information and child safety resources are displayed in reception and other public areas of the school.			
Child Safe Standard 5 – Equity and diverse needs						
Risk Title: Diversity and equity **Description:** There is a risk to children from diverse cohorts and their safety, if equity is not effectively upheld and diverse needs are not 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, trans and gender diverse, intersex, queer and asexual (LGBTIQA+), 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	• Children from diverse cohorts are more vulnerable to harm or abuse because their needs are not respected or accommodated • Children from diverse cohorts do not feel safe, or are not adequately supported for their diverse and specific needs, experience greater risk of harm or abuse and harm and will be less able or willing to report their concerns • Children experience discrimination which increases a child's vulnerability to harm or abuse and harm and can also mean they are less likely to ask for help or speak up if they have a concern	• Our Child Safety and Wellbeing Policy outlines the controls in place to support equity, inclusion and the diverse needs of all students and is implemented across the school. • Our Student Wellbeing and Engagement Policy outlines how the school supports students with disability, Aboriginal and Torres Strait Islander students, students from culturally and linguistically diverse backgrounds, students in out-of-home care, international students, and students who identify as LGBTIQA+. • Child safety information, wellbeing supports and complaints processes are accessible, inclusive, culturally safe and easy to understand for all students and families. • Individual learning, wellbeing and support plans are developed, monitored and reviewed for students requiring additional support, in consultation with students, families and relevant professionals. • Student Support Group (SSG) meetings are held regularly to ensure the needs of eligible students are identified, monitored and supported. • The school implements the Respectful Relationships whole-school approach and the **Resilience, Rights and Respectful Relationships (RRRR)** teaching and learning program to promote inclusion, diversity and respectful behaviours. • Staff participate in professional learning to support inclusive practices, respond to diverse student needs and promote culturally safe learning environments. • The school actively promotes a culture of respect and inclusion by recognising and celebrating diversity through curriculum, wellbeing initiatives and whole-school events. • The Bullying Prevention Policy and Inclusion and Diversity Policy support a safe, inclusive and respectful environment for all students.	Yes	• Continue to strengthen inclusive practices by reviewing student support processes, seeking feedback from students and families, and providing ongoing professional learning to staff in relation to equity, diversity and inclusion. **Responsible:** Principal, Assistant Principal, Wellbeing Team and Child Safety Champion.	Ongoing (reviewed annually)
Child Safe Standard 6 – Suitable staff and volunteers						
Risk Title: Suitable staff (including contractors engaged by the school in child-related work) **Description:** There is a risk to children's safety if staff are not suitable to work with children or effectively supported to uphold	• Poor recruitment and pre-employment screening processes • Provision of false information during recruitment • Poor management of conflicts of interest • Insufficient induction on commencement of working at school	• Children experience harm or abuse due to unsuitable staff being appointed at the school • Children are harmed because the school does not sufficiently promote its commitment to child safety during recruitment processes, which fails to deter potential predators from seeking employment	• Our Child Safety and Wellbeing Policy outlines the controls in place for child safe recruitment, screening, induction, supervision and ongoing management of staff and contractors and is implemented across the school. • Recruitment processes include referee checks, Working with Children Check (where required), Victorian Institute of Teaching (VIT) registration checks, identity verification	Yes	• Continue to strengthen child safe recruitment, induction and supervision practices by reviewing recruitment processes annually, monitoring compliance with mandatory training requirements and reinforcing child safety expectations through ongoing professional learning.	Ongoing (reviewed annually)

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 safety and wellbeing in practice **Risk type:** Organisational, Propensity	• Inappropriate behaviour by other adults is not called out due to lack of empowerment or awareness of behaviours of concern • Insufficient promotion of the school's commitment to child safety • Lack of child safety culture • Insufficient supervision • Performance management does not focus on or address concerns relating to child safety and wellbeing	• Children are harmed because during recruitment, history and behaviours of concern relating to suitability to work with children are not identified • Children are harmed because conflicts of interests in recruiting staff means child safety is not responded to in an objective manner • Children are harmed because staff are not provided with sufficient child safety induction and ongoing child safety training which means staff fail to identify child safety risks and signs of harm, and are unable to respond and report appropriately when they form a reasonable belief that harm has occurred • Children are harmed because the school provides insufficient supervision of teaching practice and performance management for existing staff • Children are harmed because the school takes inadequate steps to address concerning staff behaviour • Children are harmed because staff do not understand their role and responsibilities in promoting and supporting child safety	and other pre-employment screening in accordance with Department policy. • Position descriptions, recruitment advertisements and interview processes clearly communicate the school's commitment to child safety and wellbeing. • All new staff complete an induction that includes the Child Safety and Wellbeing Policy, Child Safety Code of Conduct, mandatory reporting obligations, information sharing requirements and the Four Critical Actions. • Staff complete annual Child Safe Standards and Mandatory Reporting training and receive regular updates where policies or legislative requirements change. • Child safety expectations are reinforced through staff meetings, professional learning, supervision, performance and development processes and leadership communication. • School leaders actively supervise staff, address concerns regarding inappropriate conduct promptly and take action in accordance with Department policies and procedures. • Contractors engaged in child-related work are required to comply with the school's Child Safety and Wellbeing Policy and Child Safety Code of Conduct and provide evidence of required clearances before commencing work. • Conflicts of interest are declared and managed in accordance with Department policy. • A Child Safety Champion supports staff induction, promotes child safe practices and assists with the ongoing implementation of the Child Safe Standards. •		**Responsible:** Principal, Business Manager and Child Safety Champion.	
Risk Title: Suitable Volunteers **Description:** There is a risk to children's safety if volunteers are not suitable to work with children or effectively supported to uphold child safety and wellbeing in practice **Risk type:** Organisational, Propensity	• Screening processes lack sufficient strength to reveal histories and behaviours of concern • Systems, processes, policies and culture do not demonstrate sufficient strength and transparency to deter potential perpetrators from attempting predatory behaviours • Conflict of interest • Lack of child safety culture • Insufficient induction and training • Insufficient supervision	• Children experience harm or abuse due to unsuitable volunteers being appointed at the school • Children are harmed because the school does not sufficiently promote its commitment to child safety, which fails to deter potential predators from volunteering at the school • Children are harmed because volunteers are not provided with sufficient child safety induction which means staff fail to identify child safety risks and signs of harm, and are unable to respond and report appropriately when they form a reasonable belief that harm has occurred • Children are harmed because volunteers receive insufficient supervision • Children are harmed because the school takes inadequate steps to address concerning behaviour (for example removing volunteer from duties or otherwise ensuring the volunteer does not demonstrate further behaviours of concern)	• Our Volunteers Policy outlines the controls in place to ensure volunteers are suitable to work with children, including screening, induction, supervision and ongoing management. • All volunteers are required to sign in at the Administration Office and comply with school visitor management procedures. • Volunteers undertaking child-related work are required to hold a valid Working with Children Check where required under legislation and Department policy. • Volunteers receive information about the school's Child Safety and Wellbeing Policy, Child Safety Code of Conduct, expected standards of behaviour and reporting obligations before commencing their role. • Volunteers who work with or have access to students are appropriately supervised by school staff at all times. • Volunteers engaged in higher-risk activities or roles requiring additional screening are subject to further checks as determined by the Principal.	Yes	• Continue to review volunteer induction, screening and supervision processes to ensure compliance with Department policy and the Child Safe Standards. **Responsible:** Principal and Business Manager.	Ongoing (reviewed annually)

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?*
			• Any volunteer behaviour inconsistent with the school's child safety policies or Code of Conduct is addressed promptly, with appropriate action taken to protect students.			
Child Safe Standard 7 – Complaints processes						
Risk Title: Complaints processes **Description:** There is a risk to children's safety if processes for complaints and concerns: - are not designed to be child focused and cannot be readily accessed, understood and used by children and the school community; - do not provide clear guidance on responding to complaints and concerns, including reporting to relevant authorities. **Risk type:** Organisational, Vulnerability	• The complaints process is not publicly available • Complaints processes are not written in simple plain English • Children, parents and carers do not trust the process, or find the complaints process culturally unsafe or incompatible with their culture or religious practices • Children, parents and carers do not feel supported to make complaints or raise concerns • Children's input in decision making is not valued • Children, parents and carers concerns/complaints are not taken seriously • Staff child safety responding and reporting obligations are not clearly described and communicated • The school's complaints process is not child-friendly or easy to follow	• Children experience harm or abuse because complaints processes are not able to be used by children • Children and their families do not report behaviours of concern, harm or abuse because the complaints process is inaccessible, culturally unsafe, incompatible or unable to be understood • Children do not feel safe to report behaviours of concern, harm or abuse • Children experience additional harm because the actions in the complaints process are inappropriate or result in insufficient action being taken to protect children • Children experience harm or abuse because safety policies and procedures are not effectively documented or are difficult to understand, resulting in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities • Children are exposed to an increased level of danger due to a person who uses violence in their household (family violence) being made aware of an incident, suspicion or disclosure of harm or abuse being communicated by the school without consideration of safety in the home environment	• Our Complaints Policy outlines the controls in place to ensure students, families, staff and community members are provided with accessible, culturally safe and easy-to-understand information about how to raise a complaint or concern. • Our Child Safety Responding and Reporting Obligations Policy and Procedures outline the processes for responding to child safety complaints, concerns, disclosures and allegations. • The Complaints Policy, Child Safety and Wellbeing Policy and Child Safety Responding and Reporting Obligations Policy are publicly available on the school website and promoted to the school community through Compass and enrolment information. • Staff receive annual training on their child safety reporting obligations, including Mandatory Reporting, the Four Critical Actions, information sharing and responding appropriately to disclosures. • Students are provided with age-appropriate information about how to seek help, identify trusted adults and raise concerns through classroom programs, the Resilience, Rights and Respectful Relationships (RRRR) program and wellbeing initiatives. • Parents and carers are encouraged to raise concerns directly with the school and are provided with clear information about complaint resolution processes. • All complaints and child safety concerns are documented, managed confidentially and responded to in accordance with Department policies, privacy requirements and employment law obligations. • The school seeks advice from the Department's Employee Conduct Branch, Conduct and Integrity Division, Legal Division or other relevant areas where required when managing complaints involving staff, contractors or volunteers. • Records relating to complaints and child safety concerns are maintained in accordance with the Department's Records Management Policy.	Yes	• Continue to review complaint handling processes to ensure they remain accessible, child-focused and aligned with Department policy. Regularly promote complaint processes to students, families and staff through school communications and annual policy reviews. **Responsible:** Principal, Assistant Principal and Child Safety Champion.	Ongoing (reviewed annually)
Child Safe Standard 8 – Child safety knowledge, skills and awareness						
Risk Title: Knowledge, skills and awareness	• Child safety and wellbeing training not provided to staff and school council annually	• Children experience harm or abuse due to staff and volunteers being inadequately equipped with the knowledge and skills to prevent harm or abuse or	• Our Child Safety and Wellbeing Policy outlines the controls in place to ensure School Council members, staff, contractors and relevant volunteers receive appropriate	Yes	• Continue to monitor compliance with mandatory child safety training requirements and provide additional professional learning where emerging risks, legislative changes or school data identify	Ongoing (reviewed annually)

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?*
Description: There is a risk to children's safety if staff and volunteers are not equipped with the knowledge, skills and awareness to keep children and students safe through ongoing education and training **Risk type:** Organisational	• Child safety and wellbeing training 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	identify and respond to instances of harm or abuse if they occur • Children experience harm because staff and volunteers do not know how to identify child safety risks including inappropriate behaviour and signs of harm • Children experience harm because the • school's child safety and wellbeing policies and practices are poorly understood by staff and volunteers • Children are exposed to continued harm due to lack of staff knowledge, skills and awareness to stop harm or abuse from occurring	child safety information, induction and annual training, and is implemented across the school. • All new staff complete a child safety induction that includes the Child Safety and Wellbeing Policy, Child Safety Code of Conduct, Mandatory Reporting obligations, information sharing requirements and the Four Critical Actions. • All staff complete annual Child Safe Standards and Mandatory Reporting training, with refresher training provided when policies, legislation or Department requirements change. • Volunteers undertaking child-related work receive child safety information and training appropriate to their role and responsibilities before commencing volunteer duties. • Child safety expectations and reporting obligations are regularly reinforced through staff meetings, professional learning, leadership communication and school induction processes. • Staff complete additional Department professional learning relevant to their roles, including Protecting Children – Reporting and Other Legal Obligations (Mandatory Reporting), Responding to Student Mental Health and Wellbeing Needs, and other child safety and wellbeing training as required. • Child safety resources, including PROTECT guidance and the Four Critical Actions, are readily available to staff and are regularly referenced during training and induction. • Professional learning records are maintained to monitor completion of mandatory training and identify future training requirements.		a need for further staff development. **Responsible:** Principal, Business Manager and Child Safety Champion.	
Child Safe Standard 9 – Physical and online environments						
Risk Title: School physical environment **Description**: There is a risk to children's safety if the school's physical environment is not safe, or if risks in this environment are not managed or eliminated effectively **Risk type:** Situational	• Areas of child safety risk in the school buildings or grounds are not identified, appropriately supervised or managed.	• Children experience harm or abuse because the school physical environment is unsafe • Harm or abuse (either by adults or other students) occurs on school grounds or buildings because the school fails to identify and manage areas of risk in the school's physical environment • Children experience harm on school grounds because the school is built environment does not provide for adequate supervision, line of sight or visibility • Children are groomed, harmed or abused by adults connected to the school because the school environment limits supervision or visibility of staff-student interactions	• Our Yard Duty and Supervision Policy outlines supervision processes and requirements with a focus on child safety and wellbeing. • Staff are rostered to actively supervise all designated areas of the school during recess, lunch and before and after school as required. • School grounds, buildings and learning environments are regularly inspected to identify and address child safety risks. • Visitor and contractor sign-in procedures are implemented through the Administration Office. Visitors and contractors are required to sign in, wear identification and comply with the school's child safety requirements. • Students are supervised appropriately when accessing toilets, change rooms and other areas identified as presenting a higher risk.	Yes	• Continue to review supervision arrangements and the physical environment to identify emerging child safety risks and implement improvements where required. **Responsible:** Principal, Business Manager and Child Safety Champion.	Ongoing (reviewed annually)

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?*
			• Areas that cannot be effectively supervised are designated as out of bounds for students. • Buildings, classrooms, storage areas and external spaces are maintained to support safe supervision and minimise opportunities for harm. • Court orders and access restrictions relating to students are securely maintained and communicated to relevant staff. • Child safety considerations are incorporated into planning for school events, maintenance works and facility use by external organisations. •			
Risk Title: Online environment **Description:** There is a risk to children's safety if the school's online environment is not safe, or if risks in this environment are not managed or eliminated effectively **Risk type:** Situational	• Child safety risks in the school's online environment are not identified and appropriately managed. • Students are not provided with education about online risks and appropriate online behaviours. • Online safety measures fail to adapt to emerging technologies and child safety risks • Online communication channels between adults working in the school and students are not monitored or have insufficient safeguards to prevent inappropriate one to one communication	• Children experience harm or abuse because the school's online environment is unsafe • Children experience harm if policies, procedures and practices fail to identify and manage areas of risk in the school's online environment • Children are groomed online • Children are harmed or abused as a result of undetected grooming • Children are harmed by other students as a result of the school environment not providing for adequate boundaries, supervision and oversight of online school activities	• The Department's Digital Learning Policy and Digital Technologies – Responsible Use Policy are implemented across the school. • Acceptable Use Agreements are completed by students and families and are reinforced throughout the school year. • Staff communicate with students only through Department-approved platforms, including Compass and Department email, in accordance with Department policy. • Online safety, cyber safety and responsible digital citizenship are explicitly taught through curriculum programs and wellbeing initiatives. • Internet filtering, network security and monitoring systems are in place on school-managed devices and networks. • Staff undertake privacy impact assessments when introducing new digital platforms or applications where required. • Parents and carers are provided with information and resources to support safe online behaviours at home. • Child safety expectations relating to online communication are outlined in the Child Safety Code of Conduct and reinforced through annual staff training.	Yes	• Continue to review online safety practices and emerging technologies to ensure risks are identified and managed appropriately, with ongoing education provided to students, staff and families. **Responsible:** Principal, ICT Coordinator and Child Safety Champion.	Ongoing (reviewed annually)
Risk Title: Off-site school activities and use of third-party providers **Description:** There is a risk to children's safety if the school's child safety policies, procedures and practices do not adequately address and manage the risk of harm or abuse at school activities off-site and/or school activities involving third party providers.	• School staff fail to identify and manage risks of harm or abuse occurring during off-site school activities • School staff fail to identify and manage risks of harm or abuse by third-party providers engaged by the school • School does not consider child safety during procurement processes	• Children experience harm or abuse because the school does not adequately manage safety with third-party providers • Children are harmed because policies, procedures and practices fail to identify and manage areas of risk for off-site school activities and school activities that involve third-party providers • Children experience harm or abuse because they are transported by adults connected with the school in private vehicles without appropriate oversight from school leadership	• Our school complies with relevant Department of Education policies with respect to the following activities, including child safety and wellbeing requirements: ○ Excursions ○ Procurement ○ School Bus Program ○ Doctors in Secondary Schools ○ NDIS Funded Therapy in Schools ○ Work Experience ○ Structured Workplace Learning ○ School Based Apprenticeships and Traineeships ○ School Community Work ○ Purchasing Vocational Education and Training ○ Vocational Education and Training Delivered to School Students	Yes	• Continue to review risk management processes for off-site activities and third-party providers to ensure child safety considerations remain embedded in planning, procurement and supervision practices. **Responsible:** Principal, Business Manager, Excursion Coordinator and Child Safety Champion.	**Ongoing (reviewed annually)**

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: Situational, Organisational, Propensity, Vulnerability			○ For others, see the Policy and Advisory Library • The school complies with all Department policies relating to excursions, camps, work experience, structured workplace learning, procurement and third-party providers. • Excursion Risk Registers, Emergency Management Plans and Student Activity Locator (SAL) requirements are completed where required under Department policy. • Child safety risks are identified and managed as part of planning for all excursions, camps, sporting events and off-site activities. • Third-party providers are assessed to ensure they meet child safety requirements before being engaged by the school. • Contractors and third-party providers are provided with relevant child safety information and are expected to comply with the school's Child Safety and Wellbeing Policy and Child Safety Code of Conduct. • Working with Children Check requirements are verified where applicable before individuals commence child-related work. • Staff maintain appropriate supervision of students during all off-site activities in accordance with Department policy. • Work Experience and Structured Workplace Learning placements are managed in accordance with Department requirements, including employer suitability checks, student preparation and ongoing monitoring throughout placements.			
Child Safe Standard 10 – Review of child safety practices						
Risk Title: Review and improvement **Description:** There is a risk to children's safety if the implementation of the Child Safe Standards is not regularly reviewed and improved **Risk type:** Organisational	• Failure to regularly review child safety policies, procedures and practices (every 2 years) or following any significant child safety incident • Failure to use analysis of complaints, concerns and safety incidents to inform possible improvements to child safety policies, procedures and practices • Failure to inform families and communities of the outcome of reviews of child safety policies, procedures and practices	• Children are harmed because safety policy, procedures and practices are out of date with any new laws or guidance on good child safety practice • Children are harmed because child safety policy, procedures and practices no longer meet the needs of the local school community • Children are harmed because child safety policy, procedures and practices are not improved as a result of analysis of past complaints, concerns and safety incidents, reducing the school's ability to protect students from harm or abuse and to respond appropriately to complaints and concerns	• A register of the school's child safety and wellbeing policies, including approval dates and review cycles, is maintained to ensure policies remain current and compliant with legislative and Department requirements. • Child safety policies, procedures and practices are reviewed at least every two years, or earlier following legislative changes, Department updates or a significant child safety incident. • Child safety incidents, complaints, concerns and near misses are reviewed to identify trends, systemic issues and opportunities for continuous improvement. • Findings from reviews are used to update policies, procedures, risk registers, training programs and school practices where required. • Families, students and the school community are provided with opportunities to contribute to the review of child safety and wellbeing policies and practices through	Yes	• Continue to review child safety policies, procedures and practices through regular consultation with staff, students and families, using incident data, legislative updates and Department guidance to inform continuous improvement. **Responsible:** Principal and Child Safety Champion.	Ongoing (reviewed annually)

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?*
			consultation, School Council and community feedback processes. • Child safety is a standing agenda item at Leadership Team meetings and is discussed with staff throughout the year to support continuous improvement. • Annual reviews of the Child Safe Standards Risk Register are completed to ensure identified risks, controls and treatments remain appropriate and effective.			
Child Safe Standard 11 – Implementation of child safety practices						
Risk Title: Policies and procedures **Description:** There is a risk that policies and procedures do not effectively document how the organisation is safe for children and students and are not effectively implemented by staff and volunteers. **Risk type:** Organisational	• Policies and procedures are developed, but not implemented by school staff • Policies and procedures do not address all actions and measures required under the Child Safe Standards • Policies and procedures are not informed by best practice models and family and community engagement • Staff and relevant volunteers are not provided with an adequate induction or ongoing training and are not properly supported to implement the policies and procedures due to lack of modelling and support from leaders • Policies and procedures are difficult to understand • Policies and procedures are not realistic or feasible • Policies and procedures are unsuitable and may cause additional harm or danger to children	• Children experience harm or abuse because child safety policies and procedures are not implemented effectively or at all • Children will experience harm because child safety policies and procedures fail to address all aspects of the Child Safe Standards, result in gaps in protection of children and increased risk of harm or abuse • Children are exposed to inappropriate behaviour, groomed, harmed or abused because the school failed to induct, train and support staff and relevant volunteers to implement child safety policies and procedures properly • If child safety policies and procedures are not effectively documented or are difficult to understand it may result in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities increasing the risk of harm or abuse • If child safety policies and procedures are not informed by best practice or family and community engagement it may compromise the school's ability to protect children from harm or abuse.	• Our suite of Child Safety and Wellbeing policies, procedures and practices addresses all requirements of the Victorian Child Safe Standards and is reviewed regularly to ensure ongoing compliance. • All staff, School Council members, relevant volunteers and contractors are inducted into the school's Child Safety and Wellbeing Policy, Child Safety Code of Conduct and child safety procedures appropriate to their role. • Child safety responsibilities are embedded into staff induction, ongoing professional learning, supervision, performance and development processes and leadership practices. • School leaders actively model child safe behaviours, reinforce child safety expectations and address any concerns relating to staff conduct or implementation of child safety practices promptly and appropriately. • The Child Safety Champion regularly reviews Department guidance, PROTECT resources and updates within the Policy and Advisory Library (PAL) to ensure school policies, procedures and practices reflect current legislative and Department requirements. • Child safety policies and key information are published on the school website and are available to students, families, staff and the broader school community. • Child safety is promoted through staff meetings, induction programs, school communications and ongoing professional learning to ensure child safety remains embedded in everyday practice. • The implementation of child safety policies and procedures is monitored through leadership oversight, policy review cycles and the annual review of the Child Safe Standards Risk Register.	Yes	• Continue to monitor the implementation of child safety policies and procedures through regular policy reviews, staff induction, professional learning and leadership oversight to ensure child safety remains embedded across all aspects of school operations. **Responsible:** Principal and Child Safety Champion.	Ongoing (reviewed annually)