Child Safety Risk Register

**Instructions**

Child Safe Standard 6 requires schools to develop, implement, monitor and evaluate risk management strategies to ensure child safety in school environments. A risk register helps schools to comply with Child Safe Standard 6. This is a **template risk register only**. This means that **all schools must make their own school-specific assessment and fill in the register according to their own specific environment**. **Schools that do not adapt and contextualise their child safety risk register may be found to be non-compliant** with Child Safe Standard 6.

The purpose of a child safety risk register is to **identify, document, and manage or control** child safety risks in the school environment. It is not always possible to eliminate risks to child safety. Rather, the Department expects that schools will **manage and monitor** any risks and **regularly review** their risk assessment. Risk management is **not** intended to interfere with the school’s role in providing educational benefits for children and young people. Where possible, risks should be controlled instead of a school ceasing a beneficial activity altogether.

**Before** completing this child safety risk register, you should:

1. Consult with school staff, students and the school community (including families, volunteers and school council) about any risks they have identified. You may be able to do this through existing channels, including school council, parent club, or Student Representative Council or any third-party service providers
2. Consider risks in the physical school environment
3. Consider risks in the online school environment
4. Consider risks from, for example: excursions, camps, homestays, student workplace learning, and other activities held off the school site
5. Consider risks that might be specific to vulnerable cohorts, including Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disability, and international education students.

When completing any child safety risk register, you should:

1. **Add** any risks - strategic, operational or project that **are relevant** to your school
2. **Add** existing risk management strategies (controls) that your school is already undertaking
3. **Choose** the risk assessment ratings that apply to the risk in your school (refer to [Risk Rating Matrix (PDF 56kb)](https://www.education.vic.gov.au/Documents/school/principals/spag/safety/riskmatrix.pdf))
4. Where the risk rating is **low** and the existing risk management strategies (controls) are effective, you do **not** have to undertake new risk management strategies (treatments)
5. Where the risk rating is **medium or above**, **add** new risk management strategies (treatments) that your school will undertake
6. **Add** the name and position title of the person in your school who will be responsible for the new risk management strategies (treatments) and completion due date
7. **Add** a date (and diarise) the next review of the risk register (it is recommended that Extreme and High risk are monitored, reviewed, and reported on periodical basis)
8. **The principal** should **sign** the risk register.

**You can contact the DET Risk team at risk.in.education@edumail.vic.gov.au for help to complete this risk register**.

Child Safety Risk Register

**School: Heatherhill Primary School**

**Location(s): 959 Heatherton Road, Springvale**

**Responsible staff member: Gillian Harris**

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**Approved by school principal: Amanda McLean**

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**Date reviewed: September 2019**

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**Next review due: September 2022**

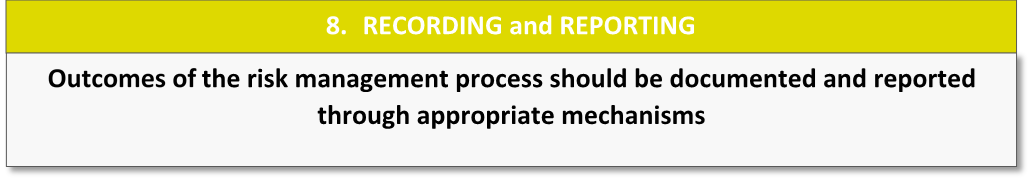
| **Risk Title & Description** | **Risk Causes & Consequences** | **Existing risk management strategies (controls)** | **Risk Assessment** | | | **New risk management strategies (treatments)** | **Who is responsible?** | **Completion Date of new risk management strategies (treatments)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Define the risk including a title and a short description  *What can go wrong?* | Describe the risk cause/s and consequence/s  *What would cause it to go wrong? (causes)*  *What are the impacts if it does go wrong? (consequences)* | Describe any existing policy, procedure, practice or device that acts to minimise the risk  *What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?* | **Risk Consequence**  *How big would the impact of this risk be if it occurred?*  *(choose one)* | **Risk Likelihood**  *How likely is this risk to occur?*  *(choose one)* | **Risk Rating**  *What is the current risk level based on the risk rating matrix* | Describe the actions to be undertaken for those risks requiring further treatments.  *What will be done? Who is accountable? When will it happen?* | List the name and position who is responsible for each new risk management strategy (noting that the principal is ultimately responsible)) | The date each new risk management strategy (treatment) action should be completed by |
| **Risk Title**  Non-child safe school culture  **Risk short description**  There is a risk the school does not develop a culture of child safety | **Causes**   * Lack of an effective child safety risk management strategy * Failure to ensure that appropriate guidance and training is provided to the individual members of the school council and school staff about child safety * School fails to monitor who is on the premises * Lack of reporting procedures * Lack of understanding of roles and responsibilities in relation to child safety * Lack of leadership on child safety   **Consequences**   * Child safety incident occurs * Underreporting of child safety incidents to relevant authorities * Inappropriate behaviour not reported within school * Physical or psychological injury * Stress for all personnel involved, which could lead to occupational health and safety issues * Non-compliance with minimum standards/Min Order 870 * Breach of duty of care/organisational duty of care * Litigation / adverse court ruling * Reputation damage (School/Department) * Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments | 1. [Child safety risk management strategies](https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/csssix.aspx) are implemented 2. [Child safety policy or statement of commitment](https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/csstwo.aspx) 3. Child safety [code of conduct](https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/cssthree.aspx) 4. [Strategies to embed an organisational culture of child safety](https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/cssone.aspx) are adopted 5. [Human resources practices for child safe organisations](https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/cssfour.aspx) are in place 6. A child safety officer/champion for the school is appointed 7. Staff, volunteers, visitors and contractors receive induction regarding the school’s child safety policies, procedures and practices. | Severe | Possible | Extreme | 1. Develop and deliver training to the principal, school council and staff about:    1. individual and collective obligations and responsibilities for managing the risk of injury/child abuse    2. child abuse risks in the school environment; and    3. the school’s current child safety standards 2. Develop strategies to deliver appropriate education to students [(See *A Guide to Support Victorian Schools to Meet Child Safe Standard 7*](https://www.education.vic.gov.au/Documents/about/programs/health/protect/ChildSafeStandard7_Guidance.pdf) , and [Empowerment and participation of children](https://ccyp.vic.gov.au/assets/resources/tipsheet-empower-participation-children.pdf)) about:    1. standards of behaviour for students attending the school;    2. healthy and respectful relationships (including sexuality);    3. resilience; and    4. child abuse awareness and prevention. 3. Inclusion of child safety obligations in staff position descriptions. 4. Introduce child safety as a standard discussion item on School Leadership Team meetings and staff meetings. 5. Develop and distribute regular school bulletins containing material related to child safety to inform the school community    1. Conduct periodic reviews of the effectiveness of the [child safety risk management strategies](https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/csssix.aspx) put into practice and, if considered appropriate, revise those strategies. | 1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal | 1. 15/03/ 2021 2. 01/02/2021 3. 30/11/2019 4. 02/02/ 2020 5. 01/02/21 |
| **Risk Title**  Child abuse is not reported  **Risk short description**  There is a risk that the school does not report child safety concerns | **Causes**   * Lack of reporting protocols * Staff not aware of reporting protocols * Staff not aware of their reporting obligations * Familiarity of relationships * Poor child safety culture   **Consequences**   * Child safety incident occurs * Underreporting of child safety incidents to relevant authorities * Inappropriate behaviour not reported within school * Physical or psychological injury * Stress for all personnel involved, which could lead to occupational health and safety issues * Criminal penalties:   + Failure to Report and/or Failure to Protect offence,   + Penalties under the Reportable Conduct Scheme * Non-compliance with minimum standards/Min Order 870 * Breach of duty of care/organisational duty of care * Litigation / adverse court ruling * Reputation damage (School/Department) * Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments | 1. [Child safety policy and statement of commitment.](https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/csstwo.aspx) 2. Child safety [code of conduct](https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/cssthree.aspx). 3. [Procedures for responding to and reporting suspected child abuse](https://edugate.eduweb.vic.gov.au/edrms/keyprocess/cp/SitePages/SchoolPoliciesDetail.aspx?CId=84) are developed and implemented 4. [Recording your actions: responding to suspected child abuse template](https://www.education.vic.gov.au/Documents/about/programs/health/protect/PROTECT_Schoolstemplate.pdf) is readily available to all staff 5. Performance management procedures are in place. | Severe | Possible | Extreme | 1. Train students, staff, and volunteers (including homestay providers) to identify inappropriate behaviour and indicators of abuse, and escalate concerns 2. Ensure all school mandatory reporters (and other school staff if possible) undertake the [Protecting Children - Mandatory Reporting and other Obligations online module](http://elearn.com.au/det/protectingchildren/) annually 3. Develop and deliver training to the principal, school council and staff about: 4. individual and collective obligations and responsibilities for managing the risk of child abuse. 5. child abuse risks in the school environment; and 6. the school’s current child safety standards 7. Inclusion of child safety obligations in staff position descriptions. 8. Child safety is a discussion item on School Leadership Team meetings, Area Meeting, Morning Briefings and staff meetings. | 1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal | 1. 18/03/20 2. 20/04/2021 3. 23/3/2021 4. 30/11/2019 5. 02/02/ 2020 |
| **Risk Title**  Child safety incident due to a child being unsupervised in the school environment  **Risk short description**  There is the risk of a child safety incident when a child is unsupervised including during recreational or other activities | **Causes**   * School fails to monitor who is on the premises * Lack of student supervision * Lack of appropriate risk management practices in place for recreational or other activities * Inappropriate building design   **Consequences**   * Child safety incident occurs * Underreporting of child safety incidents to relevant authorities * Inappropriate behaviour not reported within school * Physical or psychological injury * Stress for all personnel involved, which could lead to occupational health and safety issues * Criminal penalties:   + Failure to Report and/or Failure to Protect offence,   + Penalties under the Reportable Conduct Scheme * Non-compliance with minimum standards/Min Order 870 * Breach of duty of care/organisational duty of care * Litigation / adverse court ruling * Reputation damage (School/Department) * Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments | 1. [human resources practices for child safe organisations](https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/cssfour.aspx) are implemented 2. Organised ‘Yard duty’ for teachers before, during and after school 3. [Staff to student ratios](http://www.education.vic.gov.au/school/principals/spag/safety/Pages/staffing.aspx) are observed. 4. Visitor and contractor sign-in process, perimeter control (SPAG – [Visitors in Schools](http://www.education.vic.gov.au/school/principals/spag/safety/Pages/visitorsinschool.aspx)). | Major | Possible | High | 1. Develop and implement policies and procedures to reduce situations where a child may be unsupervised including during recreational or other activities 2. Clear windows in walls to enable visibility of occupants 3. Assessment of new or changed physical environments for child safety risks 4. Restrict or block off access to isolated, internally lockable, hidden, or dark rooms or environments at the school 5. Child safety and wellbeing is a discussion item in School Leadership Team, Area Team meetings, Morning Briefings, and staff meetings. 6. Regular reminders to staff on this risk during School Leadership Team, Area Team meetings, Morning Briefings, and staff meetings. 7. Adopt [child safety risk management strategies](https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/csssix.aspx) as appropriate. | 1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal | 1. 18/03/ 2020 2. 02/02/2020 3. 02/02/2020 4. 02/02/ 2020 5. 02/02/2020 6. 02/02/2020 7. 02/02/2020 |
| **Risk Title**  Unsafe online environment  **Risk short description**  There is the risk of a child safety incident in an online environment | **Causes**   * Online child safety issues (including grooming) via media services:   + email   + Facebook, Instagram, Twitter, and other social media   + YouTube   + mobile phone SMS messages and other mobile messaging media   + telephone, Skype and other media for making voice calls   + photography and videography   + any other electronic media.   **Consequences**   * Child safety incident occurs * Underreporting of child safety incidents to relevant authorities * Inappropriate behaviour not reported within school * Physical or psychological injury * Stress for all personnel involved, which could lead to occupational health and safety issues * Criminal penalties:   + Failure to Report and/or Failure to Protect offence,   + Penalties under the Reportable Conduct Scheme * Non-compliance with minimum standards/Min Order 870 * Breach of duty of care/organisational duty of care * Litigation / adverse court ruling * Reputation damage (School/Department) * Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments | 1. School online policy and procedures, including [Digital Technologies policy](https://edugate.eduweb.vic.gov.au/edrms/keyprocess/cp/SitePages/SchoolPoliciesDetail.aspx?CId=69) 2. Child Safety [Code of Conduct](https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/cssthree.aspx) 3. Use of school ‘[Acceptable Use Agreement](https://www.education.vic.gov.au/school/principals/spag/infrastructure/Pages/ictsecurity.aspx)’ 4. Use of an internet filter where required 5. Use of [Interactive Learning Modules](https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/bullystopmodules.aspx) regarding bullying 6. Appropriate [supervision](http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/prindutycare.aspx) for all online activities 7. Response protocols implemented 8. Ongoing awareness of the school's online policies and procedures 9. Ongoing review of control effectiveness and improvements instigated as required. | Major | Possible | High | 1. Train students and staff to identify inappropriate behaviour (including grooming) and indicators of abuse, and escalate concerns 2. Develop strategies to deliver appropriate education to students (see [A Guide to Support Victorian Schools to Meet Child Safe Standard 7](https://www.education.vic.gov.au/Documents/about/programs/health/protect/ChildSafeStandard7_Guidance.pdf) and [Empowerment and participation of children](https://ccyp.vic.gov.au/assets/resources/tipsheet-empower-participation-children.pdf)) about: 3. standards of behaviour for students attending the school. 4. healthy and respectful relationships (including sexuality); 5. resilience; and 6. child abuse awareness and prevention. 7. Become an [eSmart School](https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/esmart.aspx) 8. Prepare curriculum plans that explicitly teach safe, responsible, and ethical online behaviours. 9. Develop newsletter for parents with information and links to protect their children in the online environment (see [eSafety Commissioner resources for parents and carers](https://www.esafety.gov.au/parents)). | 1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal | 1. 18/03/21 2. 02/02/2019 3. 02/02/2019 4. 02/02/2019 5. 02/03/2020 |
| **Risk Title**  Contractor(s) on the premises commit abuse  **Risk short description**  There is the risk that contractors commit abuse | **Causes**   * School fails to monitor who is on the premises * Lack of supervision * Contractors not aware of school arrangements * Lack of background checks on contractors   **Consequences**   * Child safety incident occurs * Underreporting of child safety incidents to relevant authorities * Inappropriate behaviour not reported within school * Physical or psychological injury * Stress for all personnel involved, which could lead to occupational health and safety issues * Criminal penalties:   + Failure to Report and/or Failure to Protect offence,   + Penalties under the Reportable Conduct Scheme * Non-compliance with minimum standards/Min Order 870 * Breach of duty of care/organisational duty of care * Litigation / adverse court ruling * Reputation damage (School/Department) * Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments | 1. The [Visitors in Schools](https://www.education.vic.gov.au/school/principals/spag/safety/Pages/visitorsinschool.aspx#link51) policy is followed where appropriate 2. Screening checks, including working with children checks or referee checks 3. Visitor and contractor sign-in process, perimeter control (SPAG – [Visitors in Schools](http://www.education.vic.gov.au/school/principals/spag/safety/Pages/visitorsinschool.aspx)) 4. Signage at school office clearly directing visitors to reception 5. [child safety risk management strategies](https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/csssix.aspx) are adopted as appropriate. | Severe | Possible | Extreme | 1. Raise topic in staff meetings. 2. Awareness sessions for students. 3. Refresher training for frequent contractors. 4. All contractors supervised whilst on school grounds. 5. Staff trained to question unaccompanied visitors on school premises. | 1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal Gillian Harris – assistant principal 2. Amanda McLean – principal   Gillian Harris – assistant principal | 1. 24/07/2019 2. 02//02/2020 3. 02/02/2020 4. 02/02/19 5. 02/02/19 |
| **Risk Title**  School staff member or volunteer commits abuse  **Risk short description**  There is a risk that a school staff member commits abuse | **Causes**   * Circumvention of proper pre-employment procedures, including no background/suitability checks * A non-compliant recruitment process * Non-compliance with relevant policies and procedures including [conflict of interest policy](https://www.education.vic.gov.au/hrweb/Documents/Conflict-of-Interest-Policy.pdf) * Unethical behaviour * Lack of child safety culture   **Consequences**   * Child safety incident occurs * Underreporting of child safety incidents to relevant authorities * Inappropriate behaviour not reported within school * Physical or psychological injury * Stress for all personnel involved, which could lead to occupational health and safety issues * Criminal penalties:   + Failure to Report and/or Failure to Protect offence,   + Penalties under the Reportable Conduct Scheme * Non-compliance with minimum standards/Min Order 870 * Breach of duty of care/organisational duty of care * Litigation / adverse court ruling * Reputation damage (School/Department) * Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments | 1. The [DET Recruitment in Schools guide](https://www.education.vic.gov.au/hrweb/Documents/Schools_recruitment.pdf) is followed, including appropriate screening and referee checks for preferred candidate. 2. Child safety [Code of Conduct](https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/cssthree.aspx) 3. Child Safety Policy 4. [Suitability Checks for School Volunteers and Visitors](https://www.education.vic.gov.au/school/principals/spag/community/Pages/volunteers.aspx) 5. Visitors policy is followed 6. Performance and development and review processes with regular feedback to provide opportunities to discuss any concerns 7. [human resources practices for child safe organisations](https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/cssfour.aspx) are implemented 8. Staff management practices as highlighted in the HRWeb [Workforce Planning](https://www.education.vic.gov.au/hrweb/workm/Pages/wrkplanSCH.aspx) policy are in place 9. Regular staff meetings and Principal 1:1 meetings with staff 10. [Manager Assist](http://www.education.vic.gov.au/school/principals/management/Pages/employeeservices.aspx) telephone advisory service 11. If required refer to HRWeb [Complaints, unsatisfactory performance and misconduct](http://www.education.vic.gov.au/hrweb/workm/Pages/conduct.aspx) 12. [School duty of care](http://www.education.vic.gov.au/school/principals/spag/safety/pages/dutyofcare.aspx) 13. [child safety risk management strategies](https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/csssix.aspx) are adopted as appropriate. | Severe | Possible | Extreme | 1. Ensure that staff are regularly reminded of their child safety obligations and undergo refresher training 2. Thorough induction process 3. Leadership model child safe culture 4. Appropriate and inappropriate behaviours are discussed regularly at staff meetings so that staff are empowered to escalate concerns 5. Principal [Performance and development](https://edugate.eduweb.vic.gov.au/sites/i/pages/production.aspx#/app/content/2670/support_and_service_(schools)%252Fhuman_resources%252Fcareer_and_professional_development%252Fschool_staff_performance_and_development%23h-0) 6. Ongoing monitoring and review of staff and student work practices and behaviours for ‘warning signals’ and indicators of abuse – see [Identifying and Responding to All Forms of Abuse in Victorian Schools](https://www.education.vic.gov.au/Documents/about/programs/health/protect/ChildSafeStandard5_SchoolsGuide.pdf) 7. Child safety standard discussion item on School Leadership Team meetings, Area Meetings and Morning Briefings and staff meetings. 8. Ensure all school mandatory reporters (and other school staff if possible) undertake the [Protecting Children - Mandatory Reporting and other Obligations online module](http://elearn.com.au/det/protectingchildren/) annually 9. Develop strategies to deliver appropriate education to students (see [A Guide to Support Victorian Schools to Meet Child Safe Standard 7](https://www.education.vic.gov.au/Documents/about/programs/health/protect/ChildSafeStandard7_Guidance.pdf) and [Empowerment and participation of children](https://ccyp.vic.gov.au/assets/resources/tipsheet-empower-participation-children.pdf)) about: 10. standards of behaviour for students attending the school. 11. healthy and respectful relationships (including sexuality); 12. resilience; and 13. child abuse awareness and prevention | 1. Amanda McLean – principal   Gillian Harris – assistant principal  Amanda McLean – principal   1. Gillian Harris – assistant principal 2. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal   1. Amanda McLean – principal   Gillian Harris – assistant principal | 1. 18/03/ 2021 2. 02/02/2020 3. 29/02/2019 4. 02/02/2019 5. 10/12/ 2019 6. 02/02/2019 7. 02/02/2020 8. 20/04/2021 9. 01/02/2021 |
| **Risk Title**  Child safety incident at excursions and camps  **Risk short description**  There is a risk that a child safety incident occurs whilst on excursions and camps. | **Causes**   * Lack of awareness of local conditions (unknown people and environments) * School fails to monitor who is in vicinity of school camps / excursions * Lack of supervision * Inappropriate student behaviour * Failure to consider child safety risks * Lack of appropriate risk management practices in place for recreational or other activities   **Consequences**   * Child safety incident occurs * Underreporting of child safety incidents to relevant authorities * Inappropriate behaviour not reported within school * Physical or psychological injury * Stress for all personnel involved, which could lead to occupational health and safety issues * Criminal penalties:   + Failure to Report and/or Failure to Protect offence,   + Penalties under the Reportable Conduct Scheme * Non-compliance with minimum standards/Min Order 870 * Breach of duty of care/organisational duty of care * Litigation / adverse court ruling * Reputation damage (School/Department) * Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments | 1. Appropriate school approvals for excursions/camps including risk assessment 2. Team Leader(s) upon arrival at commercial camp sites conducts briefing with camp site authorities/staff to confirm site arrangements or any updates regarding local conditions 3. Team Leader(s) following briefing with authorities brief teaching / support staff of any updates 4. Staff and volunteers conduct area familiarity upon arrival at venue 5. [Staff to student ratios](http://www.education.vic.gov.au/school/principals/spag/safety/Pages/staffing.aspx) are observed 6. Regular student head counts 7. All staff members at the camp or excursion have been trained in [what to do when an allegation of child abuse is made](https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_ChildAbuse.pdf) 8. [Recording your actions: responding to suspected child abuse template](https://www.education.vic.gov.au/Documents/about/programs/health/protect/PROTECT_Schoolstemplate.pdf) is readily available to all staff 9. [child safety risk management strategies](https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/csssix.aspx) are adopted as appropriate 10. Volunteer screening / suitability checks are undertaken in line with the school’s Volunteer Policy, including for homestay providers. 11. [Code of Conduct](https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/cssthree.aspx) applies in all school contexts. | Severe | Possible | Extreme | 1. Team Leader(s) to conduct an end day (each day) debrief to identify any issues arising and to lead the development of treatment solutions. 2. Specific child safety briefing for excursion/camp staff and volunteers 3. Avoid staff members/volunteers being alone with students 4. Child safety considered when determining sleeping arrangements. | 1. Team Leader 2. Team Leader 3. Team Leader 4. Team Leader | 1. 18/10/ 2019 2. 18/10/ 2019 3. 18/10/ 2019 4. 18/10/ 2019 |

**Add more rows as required.** *The list of risks listed here is not exhaustive, these are example only and should be adapted to suit the circumstances of your school.*

**DET Risk Process** 



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**Risk can be described as anything; event, practice, process, activity, etc. that could hinder or help achievement of stated goals or objectives.**

**DET Risk Process**

1. **Recording and Reporting**

24. Recording and reporting involves a structured way to document and report the outcomes of the risk management process to relevant stakeholders, ensuring that risk exposures are understood and managed.

1. **Risk Treatment**
2. Options for risk treatment include:

* Share- if practical to do so, share the risk- or some of it (e.g. outsourcing or insurance)
* Terminate- cease the activity
* Accept- risk acceptance required appropriate authority

(see the Acceptability Chart to determine whether the risk is acceptable)

* Reduce- reduce the risk level by applying additional treatments until the risk is acceptable.

1. Risk treatment involves a cyclical process od:

* assessing the risks
* deciding whether the risk levels are acceptable (by reference to the Acceptability Chart)
* if not, determine appropriate risk treatment options (see above)
* implementing risk treatments.

1. A second assessment is then made to confirm the treatments will reduce the level of risk.
2. This second level of risk is called the ‘target assessment’- after treatments where you expect the risk level to be once your treatments have been implemented- once implemented they become existing controls.
3. **Communication and Consultation**

22. Communication and consultation with all relevant internal and external stakeholders should take place during all stages of the risk management process.

1. **Monitoring and Review**

23. Monitoring and review should be a planned part of the risk management process and should take place at intervals appropriate to the nature of the objective and the level of risk.

1. **Risk Evaluation**
2. Risk evaluation involves comparing the current risk rating found during the analysis process with risk acceptance criteria established by the Department.
3. You should refer to the Acceptability Chart (overleaf) to determine the level of acceptability.
4. The categories of acceptability defined in the Acceptability Chart determine the approach to the management of risk across the Department.
5. Risks rated Low or Medium do not necessarily require further treatments as this level of risk is acceptable.
6. Risks rated High or Extreme require further treatments to reduce their level of risk to a more acceptable level- (refer to Risk Treatment).
7. **Risk Analysis**
8. For each risk the existing controls currently in place should be captured.

* How effective are the controls we have in place? (see control effectiveness chart overleaf)

1. Risk is analysed in terms of consequence (What is the impact of risk?) and the likelihood (How likely is the risk to occur? -taking into account the effectiveness of any controls identified in the previous step).
2. Risk consequences are measures using the following descriptive terms:

* Severe, major, moderate, minor, insignificant (see the consequence criteria guide overleaf. It provides the context to select on of the above terms).

1. Risk likelihood is measured using the following descriptive terms:

* Almost certain, likely, possible, unlikely, rare (see the likelihood criteria guide overleaf. It provided the context to select one of the above terms).

1. The risk matrix (overleaf) can now be used to combine the selected level of consequence with the selected level of likelihood to determine the overall level of risk.
2. This is called the ‘current assessment’ (with existing controls).
3. **Risk Identification**
4. Ask yourself the following questions (see SWOT overleaf):

* What can go wrong? (risks)
* What would cause it to go wrong? (causes)
* What are the impacts if it does go wrong? (consequences)
* What can go right? (value add-opportunity risk)

1. Once all the risks have been identified they should be recorded into a risk register
2. **Establish the Context**
3. Decide the scope of the activity, including the goals and objectives.
4. Ascertain the internal and external environment (see PESTLE overleaf).
5. Confirm the identity and concerns/ issues/ expectations of stakeholders.
6. Familiarise yourself with the Department’s tools used to identify, analyse and manage risk.



**DET Risk Management Framework - Assessment Tools**

**Consequence Criteria:** This guide provides indicative terms against which the significance of risk is evaluated.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Descriptor** | **Student Outcomes** | **Wellbeing and Safety** | **Finance** | **Reputation** | **Operations** | **Strategic** |
| **Insignificant** | * Educational outcomes, engagement and wellbeing and pathways and transitions can be met with workarounds | * Minor injury requiring no first aid or peer support for stress / trauma event | * Small loss that can be absorbed | * Internal impact (no external impact) | * School operations continue with slight interruptions to normal activities | * Goals, targets and key improvement strategies can be delivered with inconsequential impacts |
| **Minor** | * Educational outcomes, engagement and wellbeing and pathways and transitions achieved but below targets | * Injury / ill health requiring first aid * Peer support for stress / trauma event | * Loss of ‘consumable’ assets, * < 2% deviation from budget * Minor fraud possible | * Adverse comments local community media * Short term stakeholder dissatisfaction / comment | * Some school operations disrupted * Minor workarounds return school to normal operations | * Minor workaround need to be implemented to deliver the SSP goals, targets and key improvement strategies |
| **Moderate** | * Students’ overall levels of Literacy and Numeracy static * Increasing truancy * Partial achievement of targeted pathways and transition | * Injury / ill health requiring medical attention * Stress / trauma event requiring professional support | * Loss of assets * 2% - 5% deviation from budget * External audit management letter | * External scrutiny e.g. VAGO * Adverse state media comment * Stakeholder relationship impacted | * Key school operations temporarily disrupted * School leadership team meets to return school to normal operations | * Constant consultation with key stakeholders needs to be maintained to deliver the SSP goals, targets and key improvement strategies |
| **Major** | * National targeted improvements not achieved * Partial achievement of targeted learning outcomes * Student dissatisfaction with access to pathways / transitions | * Injury / ill health requiring hospital admission * Stress / trauma event requiring ongoing clinical support | * Loss of significant assets * 6% - 15% deviation from budget * External audit qualification on accounts * High end fraud committed | * External investigation * Adverse comments national media * Stakeholder relationship tenuous | * Whole of school operations disrupted * Assistance sought from Regional Office | * Significant adjustment to resource allocation and service delivery required to deliver SSP goals, targets and key improvement strategies |
| **Severe** | * Literacy and Numeracy decline * Student engagement and connectedness to the school and their peers is very poor * Declining number of student options for pathways and transitions | * Fatality or permanent disability * Stress / trauma event requiring extensive clinical support for multiple individuals | * Loss of key assets * >15 % deviation from budget * Systemic and high value fraud | * Commission of inquiry * National front page headlines * Stakeholder relationship irretrievably damaged | * Normal school operations cease * School evacuated * Regional Office notified | * SSP goals, targets and key improvement strategies cannot be delivered * Changes need to be made to the SSP |

**Likelihood Criteria:** This guide provides the indicative terms against which the probability of a risk event occurrence is evaluated.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Descriptor** | **Description** | **Indicative %** | **Indicative Frequency** | Note:   1. *The* ***Likelihood Criteria*** *refers to the likelihood of the consequence descriptor you have selected i.e. the likelihood of a ‘major’ consequence.* 2. *The* ***Indicative Frequency*** *may not be relevant when assessing risks related to repeated activities, or when objectives are to be delivered over discrete periods of time. It should not be the sole basis for assessment.* |
| **Almost Certain** | Expected to occur | >95% | Multiple times in the next year |
| **Likely** | Probably will occur (no surprise) | 66-95% | At least once in the next year |
| **Possible** | May occur at some stage | 26-65% | Once in the next 3 years |
| **Unlikely** | Would be surprising if it occurred | 5-25% | Once in the next 5 years |
| **Rare** | May never occur | <5% | Once in the next 10 years |

**DET’s Control Effectiveness:** Indicates the self-assessment of control effectiveness.

|  |  |
| --- | --- |
| **Controls Effectiveness Rating and Criteria** | |
| **Ineffective** | * The design of controls overall, is ineffective in addressing key causes and/or consequences. * Documentation and/or communication of the controls does not exist (e.g. policies, procedures, etc.). * The controls are not in operation or have not yet been implemented. |
| **Needs Improvement** | * The design of controls only partially addresses key causes and/or consequences. * Documentation and/or communication of the controls (e.g. policies, procedures, etc.) are incomplete, unclear or inconsistent. * The controls are not operating consistently and/or effectively and have not been implemented in full. |
| **Acceptable** | * The design of controls is largely adequate and effective in addressing key causes and/or consequences. * The controls (e.g. policies, procedures, etc.) have been formally documented but not proactively communicated to relevant stakeholders. * The controls are largely operating in a satisfactory manner and are providing some level of assurance. |
| **Effective** | * The design of controls is adequate and effective in addressing the key causes and/or consequences. * The controls (e.g. policies, procedures, etc.) have been formally documented and proactively communicated to relevant stakeholders. * The controls overall, are operating effectively so as to manage the risk. |

**DET’s Risk Rating Matrix:** Used to combine consequence with likelihood to determine the overall level of risk.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Risk Rating Matrix** | | **Consequence** | | | | |
| Insignificant | Minor | Moderate | Major | Severe |
| **Likelihood** | Almost Certain | Medium | High | Extreme | Extreme | Extreme |
| Likely | Medium | Medium | High | Extreme | Extreme |
| Possible | Low | Medium | Medium | High | Extreme |
| Unlikely | Low | Low | Medium | Medium | High |
| Rare | Low | Low | Low | Medium | Medium |

**DET’s Acceptability Chart:** Used to decide whether the risk is acceptable, based on the rating calculated.

|  |  |
| --- | --- |
| **Extreme = Unacceptable (must have Principal / School Council / Regional Office oversight)** | Immediately consider whether the activity associated with this risk should cease. Any decision to continue exposure to this level of risk should be made at Principal / School Council / Regional Office level, be subject to the development of detailed treatments, on-going oversight and high level review. |
| **High = Tolerable  (with ongoing Principal Class Officer review)** | Risk should be reduced by developing treatments. It should be subject to on-going review to ensure controls remain effective, and the benefits balance against the risk. Escalation of this level of risk to Principal Class Officer level should occur. |
| **Medium = Tolerable (with frequent risk owner review)** | Exposure to the risk may continue, provided it has been appropriately assessed and has been managed to as low as reasonably practicable. It should be subject to frequent review to ensure the risk analysis remains valid and the controls effective. Treatments to reduce the risk can be considered. |
| **Low = Acceptable  (with periodic review)** | Exposure to this risk is acceptable, but is subject to periodic review to ensure it does not increase and current control effectiveness does not vary. |