



# Child Safe Standard 6

## Strategies to Identify, Reduce or Remove Risks of Child Abuse

### UNIVERSITY PARK PRIMARY SCHOOL

#### **PURPOSE:**

All registered schools are responsible for keeping children safe. Child Safe Standards set out the commitment and inclusive approaches that will create and maintain a child safe school where children and young people are safe and feel safe. This policy provides the framework for the school's approach to Ministerial Order 870 and the Child Safe Standards.

The purpose of University Park Primary School's (UPPS) Child Safe Standard 6 policy, is to identify, reduce and remove risks of child abuse. We aim to implement a risk management approach by identifying and considering child safety risk/s based on a range of factors. Factors to be considered will include: the nature of activities undertaken with children, physical and online environments and the characteristics of children. This will include the cultural safety for Aboriginal children; children from culturally and/or linguistically diverse backgrounds and the safety of children with a disability.

University Park Primary School ensures that the children in its care are protected to the best of its ability and in line with their duty of care and the compulsory Child Safe standards. This policy covers both 'business as usual' risks at school and risks posed by specific activities such as excursions. Where risks are identified, UPPS will institute measures to reduce or remove such risks. This Policy will be implemented alongside several other UPPS policies including but not limited to the school's *Excursion/ Incursion, Anti-Bullying & Anti-Cyber Bullying, Internet, On-Site Supervision and Duty of Care policies*.

#### **SCOPE:**

This policy applies to all staff, volunteers, and contractors in the school environment, whether or not they work in direct contact with children or young people. This policy also applies to school council members where indicated. This policy will apply to the school environment (refer to Definitions section) and covers both school and outside of school hours.

## DEFINITIONS:

**The Act:** Child Safety and Well Being Act 2005

**Child or young person:** A person who is under the age of 18 years.

**Aboriginal Child:** A person under the age of 18 who: is of Aboriginal or Torres Strait Islander descent, identifies as Aboriginal or Torres Strait Islander, and is accepted as Aboriginal or Torres Strait Islander by an Aboriginal or Torres Strait Islander Community

**Children from culturally and/or linguistically diverse backgrounds:** A child or young person who identifies as having particular cultural or linguistic affiliations by virtue of their place of birth, ancestry or ethnic origin, religion, preferred language or language spoken at home or because of their parents' identification on a similar basis

**Child Safe Organisation:** In the context of the child safe standards, a child safe organisation is one that meets the child safe standards by proactively taking measures to protect children from abuse

**Cultural Competency:** A set of congruent behaviours, attitudes and policies that come together in a system, agency or among professionals that enable them to work effectively in cross-cultural situations

**Cultural Abuse:** Actions and attitudes that deliberately ignore denigrate or attack the culture of a person or community. The positive recognition and celebration of cultures. It is more than just the absence of racism or discrimination, and more than cultural awareness and cultural sensitivity. A culturally safe environment does not ignore, challenge or deny cultural identity

**Cultural Safety for Aboriginal Children:** Cultural safety upholds the rights of Aboriginal children to:

- Identify as Aboriginal without fear of retribution or questioning
- Have an education that strengthens their culture and identity maintain connections to their land and country maintain their strong kinship ties and social obligations be taught their cultural heritage by their Elders
- Receive information in a culturally sensitive, relevant and accessible manner. Be involved in services that are culturally respectful

**Cultural safety for children from culturally and/or linguistically diverse backgrounds:** An environment, which is spiritually, socially and emotionally safe, as well as physically safe for children; where there is no assault, challenge or denial of their cultural or linguistic identity, of who they are and what they need. Efforts need to be made to ensure the culturally and/or linguistically diverse children and their families receive information in a culturally sensitive, relevant and accessible manner, including in relevant community languages

**Children with a Disability:** A disability can be any physical, sensory, neurological disability, acquired brain injury, intellectual disability, or developmental delay that affects a child's ability to undertake everyday activities. A disability can occur at any time in life. Children can be born with a disability or acquire a disability suddenly through an injury or illness. Some disabilities may be obvious while others are hidden

**Organisation:** The *Child Safety and Wellbeing Act 2005* (the Act) will provide that the standards apply to 'applicable entities', which are defined in the Act as: an unincorporated body or association (however structured) an individual who carries on a business and engages contractors, employees or volunteers to assist in the business in providing services or facilities

**Child Abuse:** For the purposes of these standards, abuse constitutes any act committed against a child involving: physical violence, sexual offences, grooming, serious emotional or psychological abuse or serious neglect. For further information regarding child abuse refer: Ministerial Order 870- Managing the Risk of Child Abuse in Schools 2016

**Child physical abuse:** Generally, child physical abuse refers to the non-accidental use of physical force against a child that results in harm to the child. Physically abusive behaviours include shoving, hitting, slapping, shaking, throwing, punching, kicking, biting, burning, strangling and poisoning. The fabrication or induction of an illness by a parent or carer (previously known as Munchausen syndrome by proxy) is also considered physically abusive behaviour. (Safe Schools Hub)

**Child sexual abuse:** Any sexual activity between a child under the age of consent (16) and an adult or older person (i.e., a person five or more years older than the victim) is child sexual abuse. Child sexual abuse can also be:

- any sexual behaviour between a child and an adult in a position of power or authority over them (e.g., a teacher); the age of consent laws does not apply in such instances due to the strong imbalance of power that exists between young people and authority figures, as well as the breaching of both personal and public trust that occurs when professional boundaries are violated
- any sexual behaviour between a child and an adult family member, regardless of issues of consent, equality or coercion
- sexual activity between peers that is non-consensual or involves the use of power or coercion
- non-consensual sexual activity between minors (e.g., a 14-year-old and an 11-year-old), or any sexual behaviour between a child and another child or adolescent who, due to their age or stage of development, is in a position of power, trust or responsibility over the victim. Sexual activity between adolescents at a similar developmental level is not considered abuse. (Safe Schools Hub)

**Child-connected work:** Child-connected work means work authorised by the school, school council, or Secretary of the Department of Education and Training and performed by an adult in a school environment while children are present or reasonably expected to be present

**Child safety:** Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse

**Child protection:** Statutory services designed to protect children who are at risk of serious harm. (Safe Schools Hub)

**Mandatory Reporting:** The legal requirement to report suspected cases of child abuse and neglect is known as mandatory reporting. Mandated persons include teachers, nurses, police, psychologists, psychiatrists and medical practitioners. (Safe Schools Hub)

**Reasonable Belief:** When staff are concerned about the safety and wellbeing of a child or young person, they must assess that concern to determine if a report should be made to the relevant agency. This process of considering all relevant information and observations is known as forming a 'reasonable belief'. A 'reasonable belief' or a 'belief on reasonable grounds' is not the same as having proof but is more than mere rumour or speculation. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds.

**School environment:** School environment means any physical or virtual place made available or authorised by the school for use by a child during or outside school hours, including:

- a campus of the school
- online school environments (including email and intranet systems); and
- other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, homestays, and other school activities or events)

**School staff:** School staff means an individual working in a school environment who is:

- employed by the Department of Education and Training
- directly engaged or employed by a school council, or
- a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary)

## **POLICY:**

UPPS aim to ensure that staff have an understanding of their duty of care to students and behave in a manner that does not compromise these legal obligations. This policy will be implemented in conjunction with and through compliance with all the Child Safe Standards and includes: -

- Integrating child safety risk appraisal into the UPPS risk register and related risk management strategies, ensuring a holistic evaluation of child safety across the whole school environment
- Ensuring clear processes for identifying, recording and acting on child safety risks are in place and school leadership and all staff are trained and supported in implementing these processes
- Maintaining objective, cyclic review and evaluation of the UPPS risk management strategy. In addition to annual evaluation the risk assessment strategy will be reviewed as part of a risk event follow up
- Ensuring all staff and school leadership are trained and supported in implementing child safe practices in accordance with the UPPS Code of Conduct through induction processes and annual professional learning

By successfully implementing this standard UPPS will be a school in which:

- Situational risks are considered and understood by all staff
- All steps are put in place to reduce risks and minimize harm where possible
- Risk management approaches are regularly reflected on and improved
- Specific risks to Aboriginal children and young people are identified, assessed and mitigated
- Specific risks to children from a culturally and/or linguistically diverse background is identified, assessed and mitigated
- Specific risks to children with a disability are identified, assessed and mitigated

### **Duty of Care**

A teacher's duty of care is not confined to the geographic area of the school, or to school activities, or to activities occurring outside the school where a student is acting on a teacher's instructions.

The duty also applies to situations both before and after school where a teacher can be deemed to have 'assumed' the teacher pupil relationship.

Apart from mandatory reporting requirements, a teacher has a concurrent duty of care to protect a student from harm that is reasonably foreseeable. A breach of this duty of care may lead to legal action being taken against the individual teacher or teachers concerned. A breach of this duty of care will be established if a teacher or principal failed to take immediate and positive steps after having acquired actual knowledge or formed a belief that there is a risk that a child is being abused or neglected, including sexual abuse.

The teacher's duty of care is greater than that of the ordinary citizen in that a teacher is obliged to protect a student from reasonably foreseeable harm or to assist an injured student, while the ordinary citizen does not have a legal obligation to respond.

Whilst each case regarding a teacher's legal duty of care will be judged on the circumstances that occurred at the time, the following common examples may be times when a teacher has failed to meet their legal duty of care responsibilities to their students:

- arriving late to class or leaving a class early
- arriving late to scheduled timetabled yard duty responsibilities
- failing to act appropriately to protect a student who claims to be bullied
- believing that a child is being abused but failing to report the matter appropriately
- being late to supervise the line-up of students after the bell has sounded
- leaving students unattended in the classroom
- failing to instruct a student who is not wearing a hat to play in the shade
- ignoring dangerous play
- leaving the school during time release without approval
- inadequate supervision on a school excursion or camp

## **MORE INFORMATION AND RESOURCES:**

Further information can be found in "Protect: Identifying and Responding to All Forms of Abuse in Victorian Schools"

Protect: UPPS Risk Assessment Checklist-[attachment included with this policy](#)

Failure to disclose: Department of Justice and Regulation website [www.justice.vic.gov.au/safer-communities/protecting-children-and-families/failure-to-disclose-offence](http://www.justice.vic.gov.au/safer-communities/protecting-children-and-families/failure-to-disclose-offence)

More information about identifying, reducing and removing risks of child abuse is available in the

*Child protection manual ref:* [www.cpmanual.vic.gov.au/advice-and-protocols/advice/intake/mandatory-reporting](http://www.cpmanual.vic.gov.au/advice-and-protocols/advice/intake/mandatory-reporting)

Department of Health and Human Services website for information about how to make a report to child protection <https://providers.dhhs.vic.gov.au/sites/dhhsproviders/files/2017-06/stpe-by-step-guide-making-report-child-protection-child-first.pdf>

Information about failure to protect can be found on the Department of Justice and Regulation website [http://assets.justice.vic.gov.au/justice/resources/0f547d32-a4c4-4e05-9fbf-7415a4b4e3f6/failure\\_to\\_protect\\_betrayal\\_of\\_trust\\_factsheet\\_2017.pdf](http://assets.justice.vic.gov.au/justice/resources/0f547d32-a4c4-4e05-9fbf-7415a4b4e3f6/failure_to_protect_betrayal_of_trust_factsheet_2017.pdf)  
[https://www.education.vic.gov.au/Documents/about/programs/health/protect/PROTECT\\_RespondingTemplateSchools.pdf](https://www.education.vic.gov.au/Documents/about/programs/health/protect/PROTECT_RespondingTemplateSchools.pdf)

Ministerial Order 870 – Managing the risk of Child abuse in Schools, 2016

<http://www.gazette.vic.gov.au/gazette/Gazettes2016/GG2016S002.pdf>

<https://services.dhhs.vic.gov.au/child-protection>

<https://services.dhhs.vic.gov.au/reporting-child-abuse>

<https://providers.dhhs.vic.gov.au/information-sharing-guide-registered-school-teachers-andprincipals>

## **REVIEW CYCLE AND EVALUATION:**

This policy was last updated June 2021 and is scheduled for review in June 2022 and or in accordance with the UPPS review schedule. In addition to annual evaluation the risk assessment strategy policy will be reviewed as part of a risk event follow up.

This policy was last updated in June 2021 and is scheduled for review in June 2022



# Child Safety Risk Register

PROTECT



## University Park Primary School - Child Safe Standard 6: Risk Assessment Checklist

A key part of a risk management strategy is a risk assessment. Risk assessments can take many forms. Risk assessment resources form part of the [School Policy & Advisory Guide: Risk Management Policy](#).

School: University Park Primary School

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Location(s): Lister Street, St Albans

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Responsible staff member: Andrea Federico

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Approved by school principal: *Andrea Federico*

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Date reviewed: 30/7/2021

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Next review due: June 2022

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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)
			Risk Consequence	Risk Likelihood	Risk Rating			
Define the risk including a title and a short description <i>What can go wrong?</i>	Describe the risk cause/s and consequence/s <i>What would cause it to go wrong? (causes)</i> <i>What are the impacts if it does go wrong? (consequences)</i>	Describe any existing policy, procedure, practice or device that acts to minimise the risk <i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i>	<i>How big would the impact of this risk be if it occurred?</i> <i>(choose one)</i>	<i>How likely is this risk to occur?</i> <i>(choose one)</i>	<i>What is the current risk level based on the risk rating matrix</i>	Describe the actions to be undertaken for those risks requiring further treatments. <i>What will be done? Who is accountable?</i> <i>When will it happen?</i>	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
<p><b>Risk Title</b></p> <p>Non-child safe school culture</p> <p><b>Risk short description</b></p> <p>There is a risk the school does not develop a culture of child safety</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>Lack of an effective child safety risk management strategy</li> <li>Failure to ensure that appropriate guidance and training is provided to the individual members of the school council and school staff about child safety</li> <li>School fails to monitor who is on the premises</li> <li>Lack of reporting procedures</li> <li>Lack of understanding of roles and responsibilities in relation to child safety</li> <li>Lack of leadership on child safety</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Underreporting of child safety incidents to relevant authorities</li> <li>Inappropriate behaviour not reported within school</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>Non-compliance with minimum standards/Min Order 870</li> <li>Breach of duty of care/organisational duty of care</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage (School/Department)</li> <li>Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul>	<ol style="list-style-type: none"> <li><a href="#">Child safety risk management strategies</a> are implemented</li> <li><a href="#">Child safety policy or statement of commitment</a></li> <li>Child safety <a href="#">code of conduct</a></li> <li><a href="#">Strategies to embed an organisational culture of child safety</a> are adopted</li> <li><a href="#">Human resources practices for child safe organisations</a> are in place</li> <li>A child safety officer for the school is appointed</li> <li>Staff, volunteers, visitors and contractors receive induction regarding the school's child safety policies, procedures and practices.</li> </ol>	Severe	Unlikely	High	<ol style="list-style-type: none"> <li>Develop and deliver training to the principal, school council and staff about: <ol style="list-style-type: none"> <li>individual and collective obligations and responsibilities for managing the risk of injury/child abuse</li> <li>child abuse risks in the school environment; and</li> <li>the school's current child safety standards</li> </ol> </li> <li>Develop strategies to deliver appropriate education to students: <ol style="list-style-type: none"> <li>standards of behaviour for students attending the school;</li> <li>healthy and respectful relationships (including sexuality);</li> <li>resilience; and</li> <li>child abuse awareness and prevention through SEL program</li> </ol> </li> <li>Inclusion of child safety obligations in staff position descriptions.</li> <li>Introduce child safety as an agenda item on School Leadership Team meetings and staff meetings.</li> <li>Develop and distribute regular school bulletins</li> </ol>	<ol style="list-style-type: none"> <li>Natalie Cummaudo Student Engagement and Wellbeing Assistant Principal</li> <li>Natalie Cummaudo as SEL vertical team leader</li> <li>Andrea Federico, Principal. Hoa Hatruong, Business Manager</li> <li>Andrea Federico, Principal.</li> <li>Natalie Cummaudo, Assistant Principal &amp; Andrea Federico, Principal.</li> </ol>	<ol style="list-style-type: none"> <li>March each year</li> <li>Ongoing</li> <li>As required</li> <li>August 2021</li> <li>As required</li> </ol>

<p><b>Risk Title</b></p> <p>Child abuse is not reported</p> <p><b>Risk short description</b></p> <p>There is a risk that the school does not report child safety concerns</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>Lack of reporting protocols</li> <li>Staff not aware of reporting protocols</li> <li>Staff not aware of their reporting obligations</li> <li>Familiarity of relationships</li> <li>Poor child safety culture</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Underreporting of child safety incidents to relevant authorities</li> <li>Inappropriate behaviour not reported within school</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>Criminal penalties: <ul style="list-style-type: none"> <li>Failure to Report and/or Failure to Protect offence,</li> <li>Penalties under the Reportable Conduct Scheme</li> </ul> </li> <li>Non-compliance with minimum standards/Min Order 870</li> <li>Breach of duty of care/organisational duty of care</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage (School/Department)</li> <li>Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul>	<ol style="list-style-type: none"> <li><a href="#">Child safety policy and statement of commitment.</a></li> <li>Child safety <a href="#">code of conduct.</a></li> <li><a href="#">Procedures for responding to and reporting suspected child abuse</a> are developed and implemented</li> <li><a href="#">Recording your actions: responding to suspected child abuse template</a> is readily available to all staff</li> <li>Performance management procedures are in place.</li> </ol>	<p>Severe</p>	<p>Rare</p>	<p>Medium</p>	<ol style="list-style-type: none"> <li>Train students, staff and volunteers to identify inappropriate behaviour and indicators of abuse, and escalate concerns</li> <li>Ensure all school mandatory reporters (and other school staff if possible) undertake the <a href="#">Protecting Children - Mandatory Reporting and other Obligations online module</a> annually</li> <li>Develop and deliver training to the principal, school council and staff about: <ol style="list-style-type: none"> <li>individual and collective obligations and responsibilities for managing the risk of child abuse;</li> <li>child abuse risks in the school environment; and</li> <li>the school's current child safety standards</li> </ol> </li> <li>Inclusion of child safety obligations in staff position descriptions.</li> <li>Child safety is a discussion item on School Leadership Team meetings and staff meetings.</li> </ol>	<ol style="list-style-type: none"> <li>Natalie Cummaudo AP</li> <li>Andrea Federico Principal</li> <li>Andrea Federico Principal</li> <li>Hoa Hatruong, Business Manager</li> </ol>	<ol style="list-style-type: none"> <li>February each year</li> <li>February each year</li> <li>February each year</li> <li>As required</li> <li>Every meeting</li> </ol>
<p><b>Risk Title</b></p> <p>Child safety incident due to a child being unsupervised in the school environment</p> <p><b>Risk short description</b></p> <p>There is the risk of a child safety incident when a child is unsupervised including during recreational or other activities</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>School fails to monitor who is on the premises</li> <li>Lack of student supervision</li> <li>Lack of appropriate risk management practices in place for recreational or other activities</li> <li>Inappropriate building design</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Underreporting of child safety incidents to relevant authorities</li> <li>Inappropriate behaviour not reported within school</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>Criminal penalties:</li> </ul>	<ol style="list-style-type: none"> <li><a href="#">human resources practices for child safe organisations</a> are implemented</li> <li>Organised 'Yard duty' for teachers before, during and after school</li> <li><a href="#">Staff to student ratios</a> are observed.</li> <li>Visitor and contractor sign-in process, perimeter control.</li> <li>CCTV for unsupervised areas and 'hot spot' areas</li> <li>Visitors in Schools policy &amp; Yard Duty and supervision policy in Primary Schools in place.</li> <li>Restrict or block off access to isolated, internally lockable, hidden or dark rooms or environments at the school</li> </ol>	<p>Moderate</p>	<p>Rare</p>	<p>Low</p>	<ol style="list-style-type: none"> <li>Clear windows in walls to enable visibility of occupants</li> <li>Assessment of new or changed physical environments for child safety risks</li> <li>Child safety is a discussion item in School Leadership Team meetings and staff meetings.</li> <li>Regular reminders to staff on this risk during School Leadership Team meetings and staff meetings.</li> </ol>	<ol style="list-style-type: none"> <li>All staff</li> <li>Jude Azzopardi OHS officer, Jason Farrugia Maintenance man Andrea Federico Principal</li> <li>Andrea Federico Principal</li> <li>Jude Azzopardi OHS officer</li> </ol>	<ol style="list-style-type: none"> <li>Ongoing</li> <li>Each term</li> <li>Every meeting</li> <li>Every meeting</li> </ol>

	<ul style="list-style-type: none"> <li>○ Failure to Report and/or Failure to Protect offence,</li> <li>○ Penalties under the Reportable Conduct Scheme</li> <li>• Non-compliance with minimum standards/Min Order 870</li> <li>• Breach of duty of care/organisational duty of care</li> <li>• Litigation / adverse court ruling</li> <li>• Reputation damage (School/Department)</li> <li>• Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul>							
<p><b>Risk Title</b></p> <p>Child safety incident due to a child leaving the school grounds</p> <p><b>Risk short description</b></p> <p>There is the risk of a child safety incident when a child is unsupervised due to leaving the school grounds without permission</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>• School fails to monitor who has left the premises</li> <li>• Lack of student supervision</li> <li>• Lack of appropriate risk management practices in place</li> <li>• Teachers not aware of risk management strategies</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>• Child safety incident occurs</li> <li>• Underreporting of child safety incidents to relevant authorities</li> <li>• Inappropriate behaviour not reported within school</li> <li>• Physical or psychological injury</li> <li>• Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>• Criminal penalties: <ul style="list-style-type: none"> <li>○ Failure to Report and/or Failure to Protect offence,</li> <li>○ Penalties under the Reportable Conduct Scheme</li> </ul> </li> <li>• Non-compliance with minimum standards/Min Order 870</li> <li>• Breach of duty of care/organisational duty of care</li> <li>• Litigation / adverse court ruling</li> <li>• Reputation damage (School/Department)</li> </ul> <p>Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</p>	<ol style="list-style-type: none"> <li>1. <a href="#">human resources practices for child safe organisations</a> are implemented</li> <li>2. Organised 'Yard duty' for teachers before, during and after school</li> <li>3. CCTV for unsupervised areas and 'hot spot' areas</li> <li>4. Teachers to report the child safe incident to leadership immediately via mobile phone and record on electronic</li> <li>5. Yard Duty and supervision policy in Primary Schools in place.</li> <li>6. <a href="#">Child safety risk management strategies</a> are implemented</li> </ol>	Severe	Possible	Extreme	<ol style="list-style-type: none"> <li>1. Assessment of new or changed physical environments for child safety risks</li> <li>2. Child safety is a discussion item in School Leadership Team meetings and staff meetings.</li> <li>3. Develop and deliver training to the principal, school council and staff about: <ol style="list-style-type: none"> <li>a. individual and collective obligations and responsibilities for managing the risk of injury/child abuse</li> <li>b. child abuse risks in the school environment; and</li> <li>c. the school's current child safety standards</li> </ol> </li> <li>4. Develop strategies to deliver appropriate education to students: <ol style="list-style-type: none"> <li>a. standards of behaviour for students attending the school;</li> </ol> </li> <li>5. Inclusion of child safety obligations in staff position descriptions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Jude Azzopardi OHS officer, Jason Farrugia Maintenance man</li> <li>2. Andrea Federico Principal</li> <li>3. Natalie Cummaudo Student Engagement and Wellbeing Assistant Principal</li> <li>4. Natalie Cummaudo Student Engagement and Wellbeing Assistant Principal</li> <li>5. Andrea Federico Principal</li> </ol>	<ol style="list-style-type: none"> <li>1. Each term</li> <li>2. Ongoing</li> <li>3. Annually start of year</li> <li>4. Ongoing</li> <li>5. As required</li> </ol>
<p><b>Risk Title</b></p> <p>Unsafe online environment</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>• Online child safety issues (including grooming) via media services: <ul style="list-style-type: none"> <li>○ email</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. School online policy and procedures, including <a href="#">Digital Technologies policy</a></li> <li>2. Child Safety <a href="#">Code of Conduct</a></li> <li>3. Use of school '<a href="#">Acceptable Use Agreement</a>'</li> <li>4. Train students and staff to identify inappropriate behaviour (including</li> </ol>	Moderate	Rare	Low	<ol style="list-style-type: none"> <li>1. Develop strategies to deliver appropriate education to students about: <ol style="list-style-type: none"> <li>a. standards of behaviour for students attending the school;</li> <li>b. healthy and respectful relationships (including sexuality);</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Natalie Cummaudo as SEL vertical team leader</li> </ol>	<ol style="list-style-type: none"> <li>1. <span style="background-color: yellow;">Ongoing</span></li> </ol>

<p><b>Risk short description</b></p> <p>There is the risk of a child safety incident in an online environment</p>	<ul style="list-style-type: none"> <li>○ Facebook, Instagram, Twitter and other social media</li> <li>○ YouTube</li> <li>○ mobile phone SMS messages and other mobile messaging media</li> <li>○ telephone, Skype and other media for making voice calls</li> <li>○ photography and videography</li> <li>○ any other electronic media.</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>● Child safety incident occurs</li> <li>● Underreporting of child safety incidents to relevant authorities</li> <li>● Inappropriate behaviour not reported within school</li> <li>● Physical or psychological injury</li> <li>● Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>● Criminal penalties: <ul style="list-style-type: none"> <li>○ Failure to Report and/or Failure to Protect offence,</li> <li>○ Penalties under the Reportable Conduct Scheme</li> </ul> </li> <li>● Non-compliance with minimum standards/Min Order 870</li> <li>● Breach of duty of care/organisational duty of care</li> <li>● Litigation / adverse court ruling</li> <li>● Reputation damage (School/Department)</li> <li>● Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul>	<p>grooming) and indicators of abuse, and escalate concerns</p> <ol style="list-style-type: none"> <li>5. UPPS is an <a href="#">eSmart School</a></li> <li>6. Prepare curriculum plans that explicitly teach safe, responsible and ethical online behaviours.</li> <li>7. Organise for the school to take the <a href="#">Bully Stoppers pledge</a>. National Day of action <a href="#">against bullying held each year</a></li> <li>8. Use of an internet filter where required</li> <li>9. Use of <a href="#">Interactive Learning Modules</a> regarding bullying</li> <li>10. Appropriate <a href="#">supervision</a> for all online activities</li> <li>11. Response protocols implemented</li> <li>12. Ongoing awareness of the school's online policies and procedures</li> <li>13. Ongoing review of control effectiveness and improvements instigated as required.</li> </ol>				<ol style="list-style-type: none"> <li>c. resilience; and</li> <li>d. child abuse awareness and prevention.</li> </ol> <ol style="list-style-type: none"> <li>2. Develop newsletter for parents with information and links to protect their children in the online environment (see <a href="#">eSafety Commissioner resources for parents and carers</a>).</li> </ol>	<ol style="list-style-type: none"> <li>2. Linda Bekhet Assistant Principal</li> </ol>	<ol style="list-style-type: none"> <li>2. <b>Ongoing</b></li> </ol>
<p><b>Risk Title</b></p> <p>Contractor(s) on the premises commit abuse</p> <p><b>Risk short description</b></p> <p>There is the risk that contractors commit abuse</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>● School fails to monitor who is on the premises</li> <li>● Lack of supervision</li> <li>● Contractors not aware of school arrangements</li> <li>● Lack of background checks on contractors</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>● Child safety incident occurs</li> <li>● Underreporting of child safety incidents to relevant authorities</li> <li>● Inappropriate behaviour not reported within school</li> <li>● Physical or psychological injury</li> <li>● Stress for all personnel involved, which could lead to occupational health and safety issues</li> </ul>	<ol style="list-style-type: none"> <li>1. The <a href="#">Visitors in Schools</a> policy is followed where appropriate</li> <li>2. Screening checks, including working with children checks or referee checks</li> <li>3. Visitor and contractor sign-in process, perimeter control– <a href="#">Visitors in Schools</a></li> <li>4. Signage at school office clearly directing visitors to reception</li> <li>5. <a href="#">child safety risk management strategies</a> are adopted as appropriate.</li> </ol>	<p>Severe</p>	<p>Rare</p>	<p><b>Medium</b></p>	<ol style="list-style-type: none"> <li>1. Raise topic in staff meetings.</li> <li>2. Awareness sessions for students.</li> <li>3. Refresher training for frequent contractors.</li> <li>4. All contractors supervised whilst on school grounds.</li> <li>5. Staff trained to question unaccompanied visitors on school premises.</li> </ol>	<ol style="list-style-type: none"> <li>1. Andrea Federico Principal</li> <li>2. Natalie Cummaudo as SEL vertical team leader</li> <li>3. Andrea Federico Principal</li> <li>4. Andrea Federico Principal</li> <li>5. Andrea Federico Principal</li> </ol>	<ol style="list-style-type: none"> <li>1. As required</li> <li>2. ongoing</li> <li>3. As required</li> <li>4. As required</li> <li>5. Annual start of year training</li> </ol>

	<ul style="list-style-type: none"> <li>• Criminal penalties: <ul style="list-style-type: none"> <li>○ Failure to Report and/or Failure to Protect offence,</li> <li>○ Penalties under the Reportable Conduct Scheme</li> </ul> </li> <li>• Non-compliance with minimum standards/Min Order 870</li> <li>• Breach of duty of care/organisational duty of care</li> <li>• Litigation / adverse court ruling</li> <li>• Reputation damage (School/Department)</li> <li>• Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul>							
<p><b>Risk Title</b></p> <p>School staff member or volunteer commits abuse</p> <p><b>Risk short description</b></p> <p>There is a risk that a school staff member commits abuse</p>	<p><b>Causes</b></p> <ul style="list-style-type: none"> <li>• Circumvention of proper pre-employment procedures, including no background/suitability checks</li> <li>• A non-compliant recruitment process</li> <li>• Non-compliance with relevant policies and procedures including <a href="#">conflict of interest policy</a></li> <li>• Unethical behaviour</li> <li>• Lack of child safety culture</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>• Child safety incident occurs</li> <li>• Underreporting of child safety incidents to relevant authorities</li> <li>• Inappropriate behaviour not reported within school</li> <li>• Physical or psychological injury</li> <li>• Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>• Criminal penalties: <ul style="list-style-type: none"> <li>○ Failure to Report and/or Failure to Protect offence,</li> <li>○ Penalties under the Reportable Conduct Scheme</li> </ul> </li> <li>• Non-compliance with minimum standards/Min Order 870</li> <li>• Breach of duty of care/organisational duty of care</li> <li>• Litigation / adverse court ruling</li> <li>• Reputation damage (School/Department)</li> <li>• Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul>	<ol style="list-style-type: none"> <li>1. The <a href="#">DET Recruitment in Schools guide</a> is followed, including appropriate screening and referee checks for preferred candidate.</li> <li>2. Child safety <a href="#">Code of Conduct</a></li> <li>3. Child Safety Policy</li> <li>4. <a href="#">Suitability Checks for School Volunteers and Visitors</a></li> <li>5. Visitors policy is followed</li> <li>6. Performance and development and review processes with regular feedback to provide opportunities to discuss any concerns</li> <li>7. <a href="#">human resources practices for child safe organisations are implemented</a></li> <li>8. Staff management practices as highlighted in the HRWeb <a href="#">Workforce Planning policy are in place</a></li> <li>9. Regular staff meetings and Principal 1:1 meetings with staff</li> <li>10. <a href="#">Manager Assist</a> telephone advisory service</li> <li>11. If required refer to HRWeb <a href="#">Complaints, unsatisfactory performance and misconduct</a></li> <li>12. <a href="#">School duty of care</a></li> <li>13. <a href="#">child safety risk management strategies</a> are adopted as appropriate.</li> <li>14. Leadership model child safe culture</li> <li>15. Principal <a href="#">Performance and development</a></li> <li>16. Ongoing monitoring and review of staff and student work practices and behaviours for ‘warning signals’ and indicators of abuse – see <a href="#">Identifying and Responding to All Forms of Abuse in Victorian Schools</a></li> <li>17. Ensure all school mandatory reporters (and other school staff if possible) undertake the <a href="#">Protecting Children - Mandatory Reporting and other Obligations online module</a> annually</li> <li>18.</li> </ol>	Severe	Rare	Medium	<ol style="list-style-type: none"> <li>1. Ensure that staff are regularly reminded of their child safety obligations and undergo refresher training</li> <li>2. Thorough induction process</li> <li>3. Appropriate and inappropriate behaviours are discussed regularly at staff meetings so that staff are empowered to escalate concerns</li> <li>4. Child safety standard discussion item on School Leadership Team meetings and staff meetings.</li> <li>5. Develop strategies to deliver appropriate education to students about: <ol style="list-style-type: none"> <li>a. standards of behaviour for students attending the school;</li> <li>b. healthy and respectful relationships (including sexuality);</li> <li>c. resilience; and</li> <li>d. child abuse awareness and prevention</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Andrea Federico Principal</li> <li>2. Andrea Federico Principal</li> <li>3. Andrea Federico Principal</li> <li>4. Andrea Federico Principal</li> <li>5. Natalie Cummaudo as SEL vertical team leader</li> </ol>	<ol style="list-style-type: none"> <li>1. Annually, start of year and as required</li> <li>2. Annually, start of year</li> <li>3. ongoing</li> <li>4. ongoing</li> <li>5. ongoing</li> </ol>
<b>Risk Title</b>	<b>Causes</b>	<ol style="list-style-type: none"> <li>1. Appropriate school approvals for excursions/camps including risk assessment</li> </ol>	Severe	Rare	Medium	<ol style="list-style-type: none"> <li>1. Camp Co-ordinator to conduct an end day (each day) debrief to identify any issues</li> </ol>	<ol style="list-style-type: none"> <li>1. Carly Abrey, Grade 5/6 Camp Coordinator</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily during a camp</li> </ol>

<p>Child safety incident at excursions and camps</p> <p><b>Risk short description</b></p> <p>There is a risk that a child safety incident occurs whilst on excursions and camps.</p>	<ul style="list-style-type: none"> <li>Lack of awareness of local conditions (unknown people and environments)</li> <li>School fails to monitor who is in vicinity of school camps / excursions</li> <li>Lack of supervision</li> <li>Inappropriate student behaviour</li> <li>Failure to consider child safety risks</li> <li>Lack of appropriate risk management practices in place for recreational or other activities</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Child safety incident occurs</li> <li>Underreporting of child safety incidents to relevant authorities</li> <li>Inappropriate behaviour not reported within school</li> <li>Physical or psychological injury</li> <li>Stress for all personnel involved, which could lead to occupational health and safety issues</li> <li>Criminal penalties: <ul style="list-style-type: none"> <li>Failure to Report and/or Failure to Protect offence,</li> <li>Penalties under the Reportable Conduct Scheme</li> </ul> </li> <li>Non-compliance with minimum standards/Min Order 870</li> <li>Breach of duty of care/organisational duty of care</li> <li>Litigation / adverse court ruling</li> <li>Reputation damage (School/Department)</li> <li>Community dissatisfaction and distrust over perceived child safety neglect, which could lead to drop in school enrolments</li> </ul>	<ol style="list-style-type: none"> <li>Camp Co-ordinator upon arrival at commercial camp sites conducts briefing with camp site authorities/staff to confirm site arrangements or any updates regarding local conditions</li> <li>Camp Co-ordinator following briefing with authorities brief teaching / support staff of any updates</li> <li>Staff and volunteers conduct area familiarity upon arrival at venue</li> <li><a href="#">Staff to student ratios</a> are observed</li> <li>Regular student head counts</li> <li>All staff members at the camp or excursion have been trained in <a href="#">what to do when an allegation of child abuse is made</a></li> <li><a href="#">Recording your actions: responding to suspected child abuse template</a> is readily available to all staff</li> <li><a href="#">child safety risk management strategies</a> are adopted as appropriate</li> <li>Volunteer screening / suitability checks are undertaken in line with the school's Volunteer Policy, including for homestay providers.</li> <li><a href="#">Code of Conduct</a> applies in all school contexts.</li> </ol>				<p>arising and to lead the development of treatment solutions.</p> <ol style="list-style-type: none"> <li>Specific child safety briefing for excursion/camp staff and volunteers</li> <li>Avoid staff members/volunteers being alone with students</li> <li>Child safety considered when determining sleeping arrangements.</li> </ol>	<p>Michelle Borg, Grade 3/4 Camp Coordinator</p> <ol style="list-style-type: none"> <li>Natalie Cummaudo, Assistant Principal – Student Wellbeing and Engagement</li> <li>Carly Abrey, Grade 5/6 Camp Coordinator</li> <li>Michelle Borg, Grade 3/4 Camp Coordinator</li> </ol>	<ol style="list-style-type: none"> <li>As required prior to a camp</li> <li>Ongoing during a camp</li> <li>As required prior to a camp</li> </ol>
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