Child Safe Standards Risk Register Vermont Primary School

School name:	**Vermont Primary School Kindergarten**	**Responsible staff member:**	**Meg Anold**
Date endorsed:	**August, 2026**	**Endorsed by:**	**Vermont Primary School and Kindergarten School Council**
Next review date:	**March, 2027**	**File Location:**	**Website**

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* ***Sampe content is provided below***	*Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?*	*If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?*	*When will this be done?*
Child Safe Standard 1 – Aboriginal cultural safety						
Risk Title: Culturally safe environments **Description:** There is a risk that the Kinder fails to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and students are respected and valued **Risk type:** Situational, Organisational	• Racism, discrimination and bullying not adequately managed and addressed • Ignorance/lack of awareness • Curriculum that doesn't include Aboriginal Australians • An unwelcoming environment for Aboriginal students • Policy development and review is not consultative	• Aboriginal students are less likely to trust kinder staff which may result in them being less likely to report abuse by adults or peers, and make them more vulnerable to harm • Aboriginal students do not feel welcome, safe, respected or valued for their diverse and unique identities which may result in them being less likely to report abuse by adults or peers and make them more vulnerable to harm • Physical and psychological harm as a result of child abuse • Kinder refusal or decreases in attendance. • Flight or fight response to Kinder • Increases in anxiety. • Inability to learn effectively.	• Our Child Safe Environment and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented • Documents that address Aboriginal cultural safety and include these here, such as your: o Reconciliation Action Plan o Action Plan o Child Safe Environment and Wellbeing Policy o Bullying Prevention Policy (Whole School) o Inclusion and Equity Policy o Our commitment to child safety Statement o Our Statement of Commitment to ATSI Children o • Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Child Safe Environment and Wellbeing Policy. RAP deliverable for 2025. • Yearly events celebrated to promote and educate students and community members around Aboriginal history. At Vermont Primary School & Kindergarten, these include, but are not limited to: - Colour Run - Native Bush Tucker garden - Harmony Day - NAIDOC Week - Acknowledge Reconciliation Week - RAP deliverable for 2025 - Possible staff and student PD Local Controls in place: • Business Manager collecting the appropriate documentation, including WWCC. • Not leaving students alone in the presence of visitors at the kinder. • Promoting Inclusion through our Code of Conduct and Respectful Interactions. • Reiterating this expectation through the Principal Update • Education through our Social and Emotional Wellbeing Units of Work. • Marrung Leader involved in social wellbeing of the student and their family	Yes	Confirmation of old and new controls: • Principal – Jess Mann o Initial reviews all policies (School related) • Early Childhood Advisor – Meg Arnold o Initial reviews all policies (Kinder related) • Assistant Principal – Joy Cook o Oversees the Child Safe Standards • Disability Inclusion team - Joy Cook, Renata Hannink, Fiona van Zulyen o SSGs and IEPs • Business Manager- Kate Bennett o WWCC and documentation • Mental Health and Wellbeing Leader – Louise Jarvis o Social and Emotional Curriculum • Marrung Lead – Naomi Parkin o Promotion and consultation • Marrung Champion – Bronwyn Moore o Leading and advising the school o Community Promotion o Attending the Community of Practice o Connecting with external indigenous communities.	In place, Ongoing

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Child Safe Standard 2 – School leadership, governance and culture						

Risk Title:
Leadership, governance and culture
 	
Description:
There is a risk that child safety and wellbeing is not embedded in the kinder's leadership, governance and culture
 	
Risk type:
Organisational, Propensity
	• Child safety is not prioritised
	• Decision-making power concentrated in one individual
	• Unclear accountabilities
	• Staff and volunteers are unaware of the kinder's expectations relating to their conduct and role in supporting child safety and wellbeing
	• Culture of secret keeping
	• Poor management of conflicts of interest
	• Lack of leadership on child safety
	• Poor understanding of the foreseeable risks relating to child abuse
	• Poor understanding of recordkeeping and information management
	• Poor child safety messaging
		• Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because the kinder does not have a culture of child safety and reporting of child safety incidents or concerns
		• Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because staff and volunteer roles and responsibilities are not clear
		• Poor practices and understanding of information sharing obligations may result in staff or volunteers not sharing important information to reduce the risk of child abuse or conversely, sharing sensitive information inappropriately contributing to further harm.
		• Poor records and record-keeping practice can contribute to delays or failures to identify and respond to child safety risks and incidents and can obstruct survivors seeking information about their time at our kinder. It can also compromise the kinder's ability to monitor for systemic issues that required changes to policy, procedure or practice.
		• Physical and psychological harm as a result of child abuse
			• Our Child Safe Environment and Wellbeing Policy outlines the controls in place to ensure a child safe culture is embedded across the kinder and is implemented
			• Inappropriate conduct by staff, contractor or volunteer as per our Code of Conduct policy is swiftly addressed.
			• Our Child Safe Environment and Wellbeing Policy and Code of Conduct are publicly available and promoted in the kinder community
			• This risk register is reviewed annually and after any significant child safety incident or concern
			• Our Students & Volunteers Policy supports volunteers to understand their obligations on information sharing and recordkeeping
			• PROTECT posters and the Four Critical Actions are displayed around the school and Kindergarten
			• Records management obligations are met through adherence to the Records Management - School Records Policy and all staff and relevant volunteers understand their obligations on information sharing and record keeping through induction, training and support from leadership.
				Yes	• Principal – Jess Mann (Whole School) and Early Childhood Advisor – Meg Arnold (Kinder related)
					  ○ Endorsement of policies
					  ○ Ensuring that the standards are adhered to and responding to incidents or concerns that occur.
					  ○ Regularly communicating with the wider community and consulting on changes in practice and policy.
					• Assistant Principal – Joy Cook (Whole School) and Early Childhood Advisor – Meg Arnold (Kinder related)
					  ○ Overseeing the Child Safe Standards including yearly PD/ induction of staff.
					  ○ Managing the induction of volunteers in relation to child safety.
					  ○ Communicating Child Safety policies with the community.
					  ○ Provide regular reports to the VPS&K School Council on child safety improvements.
					• Assistant Principal – Jacci Strachan
					  ○ Communicating School Policies to the community.
					• Business Manager – Kate Bennett
					  ○ Collecting all Code of Conducts
					  ○ Ensuring all documentation of staff is collected – WWCC and VIT.
						Various stages throughout the year monitored though SIT and LIT.
						
						Induction – January
						
						Risk Assessment – March

Child Safe Standard 3 – Children are safe, informed and actively participate						
Risk Title: Student empowerment **Description:** There is a risk that students will not be empowered about their rights, participate in decisions affecting them or be taken seriously **Risk type:** Vulnerability	• Students don't know how to make a complaint or raise a concern or don't feel confident that they will be listened to • Students don't understand their rights • Student input in decision making is not supported or valued • Student contributions or concerns are not taken seriously • Students are not offered sexual abuse prevention education • Students are coerced or silenced by adults at the kinder • Lack of friendship or peer support	• Abuse is more likely to happen if students do not feel supported to participate in decisions that affect them and do not feel like they will be listened to. • Failure to empower students with information about their rights, child safety risks, and sexual abuse prevention will increase the risk of abuse going unidentified and unspoken • If students do not feel confident or empowered to raise a concern, they will be unwilling to report abuse • Lack of friendship or peer support may increase vulnerability to abuse • Lack of friendship or peer support increases the risk that the student will not feel confident to discuss concerns with	• Our Child Safe Environment and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented • Compliments & Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students • Child Safe Environment and Wellbeing Policy outlines the controls in place to ensure student wellbeing is supported and prioritised • Students are provided with age-appropriate sexual abuse prevention programs and relevant related information through the KidsROAR Program • Students are educated about their rights through the VELDYF Learning Outcomes which guide all our planning and practices within the programs.	Yes	• Meg Arnold overseas the planning and organisation of SRF and external access to programs. • ECT's plan using VELDYF • All staff are responsible for following being aware of all VPSK policies. • Naomi Parkin in our E-Safety Champion and can be approached by staff with concerns or issues.	Ongoing RRRR/Friendology weekly lessons. Child Safety Units of Work in the curriculum schedule.

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		their peers, making it more likely that abuse will go unidentified and unspoken • Physical and psychological harm as a result of child abuse				
Child Safe Standard 4 – Family engagement						
Risk Title: Families and community involvement **Description:** There is a risk that families and communities are not informed, and involved in promoting child safety and wellbeing **Risk type:** Organisational	• Unwelcoming staff • Lack of appreciation of the value of community consultation and engagement • The Kinder does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing • Lack of staff training, culture or willingness to engage families and communities	• Child safety and wellbeing practices without input from families may result in practices that do not cover all the diverse needs of students, resulting in a risk that students do not feel safe or able to actively participate in kinder life (see Child Safe Standard 1 and 3) • Families and communities not engaged in child safety at the kinder are less likely to be able to support the kinder to reduce risk by keeping an eye out for unsafe behaviours and raising concerns. • Families cannot help students identify abuse • Families do not support students who want to make a complaint • If families lack awareness about child safety including risks of child abuse, children may be more vulnerable to being groomed by perpetrators seeking to obtain their trust. • Physical and psychological harm as a result of child abuse	• Our Child Safe Environment and Wellbeing Policy outlines the controls in place to engage families and is implemented • All child safety and wellbeing policies and procedures are publicly available and promoted in the kinder community • Families and the kinder community are invited to have a say in the development and review of child safety and wellbeing policies, procedures and practices through our school/kinder website and eNewsletters	Yes	• The Principal, Assistant Principals and Early Childhood Advisor (ECA) consult with families using mainly: ○ The Principals Update page and Kindergarten page in the eNewsletter at the beginning of the year directing families to the policies, the code of conduct. ○ Induction Procedures for visitors and volunteers are explained at Information Nights and given out directly. ○ Child Safety is included in the Info Night. • The Assistant Principal, ECA and Wellbeing Leader communicate support and expectations to the Community through the eNewsletter articles – including access to external services. • Parent Webinars on Child Safety by external experts are held throughout the year – Kids ROAR	eNewsletter message to the whole community and then repeated in June. This includes Child Safe Friendly School/Kinder information and expectations
Child Safe Standard 5 – Equity and diverse needs						
Risk Title: Diversity and equity **Description:** There is a risk that equity is not effectively upheld, and diverse needs are not respected in policy and practice **Risk type:** Vulnerability	• Diverse cohorts have not been identified for targeted support (such as students with disability, students who identify as lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+), students in out of home care, international students and students who are culturally and linguistically diverse) • Diverse cohorts not supported adequately • Diverse cohorts feel unwelcome • Lack of staff training on diversity and supporting and responding to vulnerable students • Lack of respectful culture • Incidents of discrimination or humiliation are not effectively addressed and managed	• Diverse cohorts who do not feel safe or who are not adequately supported for their diverse and specific needs are more at risk of abuse and harm and will be less able or willing to report concerns. • Experiencing discrimination can increase a child's vulnerability to abuse and harm and can also mean they are less likely to ask for help or speak up if they have a concern • Physical and psychological harm as a result of child abuse	• Our Child Safe Environment and Wellbeing Policy outlines the controls in place to support equity and diverse needs and is implemented • Our Inclusion and Equity Policy outlines how the kinder pays particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+) students • Child safety information, support and complaints processes are culturally safe, accessible and easy to understand • Other documents that address diversity and equality include: ○ Bullying Prevention Policy ○ Educational Program Policy ○ Behaviour Support Policy ○ Mental Health and Wellbeing Policy	Yes	Principal, Assistant Principals, ECA and Wellbeing Leader • The Child Safe Environment and Wellbeing Policy is reviewed every year in consultation with the staff, parents and school council. • Child Safety is included on the agenda item of Leadership, LIST and Kinder Team meetings to be able to monitor ongoing support needs and practices at the kinder. ECA • Manages the displays around the Kinder that promotes inclusion – including the entrance to the kinder and the foyer. ECA & ECT's ○ Social and Emotional Devleopment included in regular planning and updated to ensure that Child Safety Lessons are included. ○ Special Events throughout the year including Harmony Day, RUOK Day, Yellow Day	Policies are reviewed in accordance with the Schedule of Policies.

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					Marrung Lead – Naomi Parkin ○ Organising inclusive events including NAIDOC Week and Reconciliation Week	
Child Safe Standard 6 – Suitable staff and volunteers						
Risk Title: Suitable staff (including contractors engaged by the kinder in child-related work) **Description:** There is a risk that staff are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice **Risk type:** Organisational, Propensity **Risk Title:** Suitable Volunteers **Description:** There is a risk that volunteers are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice **Risk type:** Organisational, Propensity	• 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 the kinder • Inappropriate behaviour by other adults is not called out due to lack of empowerment or awareness of behaviours of concern • Insufficient promotion of the kinder'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 • 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 • Insufficient induction and training • Insufficient supervision	• Insufficient promotion of the kinder's commitment to child safety during recruitment processes may fail to deter potential predators from seeking employment • History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse • Conflicts of interests in recruiting staff may increase the risk of other staff not reporting concerns relating to staff conduct, and where concerns are reported or identified, increased risk of them not being responded to in an objective manner with the focus on child safety and wellbeing. • Insufficient induction results in the increased risk that staff fail to identify child safety risks and signs of harm and are unable to respond appropriately when they do identify risks of harm or when a complaint or concerns is disclosed to them. • Insufficient supervision and performance management results in increased risk of child abuse and harm to students • Staff do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm • Physical and psychological harm as a result of child abuse	• Our Child Safe Environment and Wellbeing Policy outlines the controls in place: ○ For child safe recruitment and screening practices for educators. ○ To ensure educators are provided with an appropriate induction in the Kinder child safety policies and practices. ○ to ensure ongoing supervision and management of educators is focused on child safety and wellbeing • All actions and strategies outlined in our Child Safe Environment and Wellbeing Policy are implemented. • Participation of students and Volunteers Policy outlines the controls in place to ensure volunteers are suitable to work with children including screening, induction, and ongoing management and supervision • Volunteers engaged with children will be asked to undertake additional screening processes including proof of identity (where this has not already been established), and references addressing suitability for working with children. • Volunteers that are working with children or that may have access to students in unsupervised or high-risk settings will always be supervised by a member of kinder staff • Volunteer behaviour that is inconsistent with the kinder's Child Safe Environment and Wellbeing Policy and practices will be addressed by kinder staff swiftly and with a focus on child safety and wellbeing.	Yes	Business Manager – Kate Bennett and ECA – Meg Arnold • Using ELAA Job Board for all employment • The employment checklist is used with all documentation stored in their personnel file. • WWCC is placed in edupay and also SAMS4SCHOOLS if employed by the school. • All non employee – DET checklists are used to store and verify WWCC References • Checked by the ECA prior to offer of employment • Annual inductions are completed by all staff. Staff Meetings • Staff Induction conducted at January Initail meeting each year by the ECA. This includes expectations around Child Safe Behaviours and being an inclusive workspace. • Child safety and wellbeing are included as a regular agenda item for educators meetings. ECA • All volunteers are screened, and if working with children, they are to be supervised at all times. • Ensures the volunteers complete the annual induction and address any questions with the volunteer. • If inconsistent behaviour with the policy is reported, the Principal and ECA will meet with the volunteer and follow protocol in addressing the behaviour swiftly. This includes reporting and contacting the appropriate agencies if a child safety report is made. ECT's • ECT's remind staff that volunteers must be supervised at all times. This is discussed Term 1 each year at first day briefing and in SIT meetings to be reported back to classroom teachers.	On employment or starting voluntary work. Completed annually by all staff. Annual Induction As needed

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Child Safe Standard 7 – complaints processes						
Risk Title: Complaints processes **Description:** There is a risk that processes for complaints and concerns are not child focused **Risk type:** Organisational, Vulnerability	• Students and parents/carers are uncertain about how to raise a complaint or concern because information is not accessible or easily understood • Processes do not support students, parents and carers to make complaints or raise concerns • Complaints processes or responsible staff do not make students feel safe or supported to report • Student input in decision making is not valued • Student, parent and carer concerns/complaints are not taken seriously • Inadequate response to complaints or concerns relating to child abuse	• Failure to ensure there is accessible, culturally safe and easily understood information on how to raise a complaint or concern increases the risk of students, parents and carers not reporting behaviours of concern or abuse • Students may be unwilling to report behaviours of concern or abuse if they feel they will not be taken seriously or if they do not feel safe to report • Failure to have a clear process for responding to complaints and concerns about child abuse may result in inappropriate or insufficient action being taken resulting in continued or further harm to the child and other children • Physical and psychological harm as a result of child abuse	• Compliments and Complaints Policy outlines the controls in place to ensure students are provided with accessible, culturally safe and easily understood information on raising a complaint or concern • Child Safe Environment and Wellbeing Policy outlines the procedures for responding to complaints or concerns relating to child abuse • The Compliments and Complaints Policy and Child Safe Environment and Wellbeing Policy are publicly available on the school/Kinder website • The Compliments and Complaints Policy and Child Safe Environment and Wellbeing Policy are implemented by all relevant staff • Our Child Safe Environment and Wellbeing Policy sets out all recordkeeping, privacy and information sharing obligations that must be met when responding to complaints and concerns. • All complaints and concerns are managed in accordance with employment law obligations and our Kinder seeks advice from Early Learning Association Asustralia (ELAA) as well as Employee Conduct Branch and Legal Division when dealing with complaints and concerns relating to child abuse by a member/former member of staff or school council employee or contractor	Yes	Principal/ECA • The Principal responds to all child safe complaints or concerns in accordance with policies. • The Policies are publicly available on the school's website and included in inductions and Principal Updates throughout the year. • When a report is made, the Principal will use the recording document provided by DET keeping accurate records. All Staff • Staff work through the Responding to Allegations in the annual Mandatory Reporting PD. • The students are empowered to speak up and make a report. • Staff monitor student wellbeing, including Mental Health, • All reports and disclosures made by students are reported to the Assistant Principal and/or Principal/ECA. • The 4 Actions of response are followed.	March 2025
Child Safe Standard 8 – Child safety knowledge, skills and awareness						
Risk Title: Knowledge, skills and awareness **Description:** There is a risk that staff and volunteers are not equipped with the knowledge, skills and awareness to keep children and students safe through ongoing education and training **Risk type:** Organisational	• Child safety and wellbeing training not provided to staff and school council annually • Child safety and wellbeing training is not refreshed or updated where policy, practice or law has changed • Volunteers are not required to undertake child safety training that is appropriate to the nature of their role • Training does not cover all necessary topics • Training is poorly facilitated Also refer to Child Safe Standard 6 risks above	• Inability to identify child safety risks including inappropriate behaviour and signs of harm resulting in increased risk of failing to protect children from child abuse, and underreporting of child safety incidents to relevant staff and authorities • Insufficient understanding about the kinder's child safety and wellbeing policies, practices, and obligations results in increased risk that they will not be appropriately implemented by staff and volunteers and an increased risk to students of child abuse occurring and of continuing to occur undetected. • Physical and psychological harm as a result of child abuse	• Our Child Safe Environment and Wellbeing Policy outlines the controls in place to ensure School council and Kinder educators receive appropriate annual guidance and training on child safety and is implemented • Our Participation of Volunteers and Students policy provides information on training for volunteers. • Volunteers that are engaged with Children in an unsupervised space where educator's supervision may not always be present are provided with child safety training that is appropriate to the activity and the volunteer's role. • Promote E-learning modules, for example, the National Principles for Child Safe Organisations modules.	Yes	Induction and Training • The ECA delivers annual Child Safety Induction at our Initail Team Meeting for the year. • All staff complete the yearly Mandatory Reporting Training through MARAM. • Volunteers complete annual training and are aware of their obligations to report and protect. The Wellbeing Team includes the Principal, Assistant Principal, Mental Health Leader and selected school staff members.	January-February inductions. Mandatory Reporting - Yearly.
Child Safe Standard 9 – Physical and online environments						
Risk Title: Kinder physical environment **Description**: There is a risk the kinder's child	• Areas of child safety risk in the Kinder buildings or grounds are not identified and appropriately supervised or managed.	• There is an increased risk of child abuse occurring on kinder grounds or buildings if policies, procedures and practices fail to identify and manage areas of risk in the kinder's physical environment	• Our Supervision of Children Policy outlines supervision processes and requirements with a focus on child safety	Yes	Supervision Supervision entails all children (individuals and groups) in all areas of the service, being in sight and/or hearing of an educator at all times including during toileting, sleep,	New Staff and beginning of the year Briefing and, when needed, Staff

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safety policies, procedures and practices do not adequately address and manage the risk of abuse and harm in the Kinder's physical environment **Risk type:** Situational		• Physical and psychological harm as a result of child abuse	• All Educators are trained to actively patrol the school/kinder grounds, paying particular attention to secluded areas that have been identified as high risk • Child safe safety and wellbeing policies, procedures and practices are in place to enable educators and volunteers to identify and mitigate risks in the physical Kinder environment without compromising a child or Child's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct. • Additional information that is specific to our Kinder setting: - School/Kinder grounds are well lit for Kinder activities - garden and equipment storage areas, and store cupboards are locked unless in use, with controlled access to keys - Children are supervised to go to the bathroom - Where possible a 2nd staff member is in sight while a staff member is changing a nappy - Toilets are located in central or close to Kinder accessible areas		rest and transition routines. Services are required to comply with the legislative requirements for educator-to-child ratios at all times. Supervision contributes to protecting children from hazards that may emerge in play, including hazards created by the equipment used. Adequate supervision refers to constant, active and diligent supervision of every child at the service. Adequate supervision requires that educators are always in a position to observe each child, respond to individual needs, and immediately intervene if necessary. Variables affecting supervision levels include: • number, age and abilities of children • number and positioning of educators • current activity of each child • areas in which the children are engaged in an activity (visibility and accessibility) • developmental profile of each child and of the group of children • experience, knowledge and skill of each educator • need for educators to move between areas (effective communication strategies). During the Day all visitors are asked to report and sign in in the foyer.	meetings or briefings. CRT induction.
Risk Title: Online environment **Description:** There is a risk the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse and harm in the school's online environment **Risk type:** Situational	• Child safety risks in the kinder's online environment are not identified and appropriately managed. • Students are not provided with education about online risks and appropriate online behaviours. • Online safety measures fail to adapt to emerging technologies and child safety risks	• There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk in the kinder's online environment – particularly risks relating to grooming and further risk of abuse if the grooming goes undetected. • Physical and psychological harm as a result of child abuse	• E-Safety Policy outlines the controls in place for online conduct and online safety and is implemented • ICT Authorised User Agreements are in place and enforced • Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the online kinder environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safe Environment and Wellbeing Policy, ICT Policy and e-safety policy • The school employs two part-time technicians to support with follow up on any online child safety concerns and retain relevant evidence.	Yes	Online • Students are unable to access technology without a staff member being present. • The students learn about safe online behaviours through e-smart recommendations and KidsROAR program teachings on staying safe online. • The kinder partners with external supports, eg. the police and Allied Health who will visit and further educate the children and parents around safe online behaviours. • Parents are sent updates in the eNewsletter and personal emails around safe practices in relation to age and access. • The police are contacted by the school when the school is informed about risk behaviours that occur outside of school hours, such as distributing photos.	Week 2 of each school year. This is ongoing throughout the year. This is monitored by the Wellbeing Team and reported to in Leadership and/or SIT meetings.

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Risk Title: Off-site Kinder activities and use of third-party providers **Description:** There is a risk that the Kinder's child safety policies, procedures and practices do not adequately address and manage the risk of abuse at Kinder activities off-site and/or Kinder activities involving third party providers. **Risk type:** Situational, Organisational, Propensity, Vulnerability	• Kinder staff fail to identify and manage risks of child abuse occurring during off-site school activities • Kinder staff fail to identify and manage risks of child abuse by third-party providers engaged by the kinder	• There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk for off-site kinder activities and kinder activities that involve third party providers. • Physical and psychological harm as a result of child abuse	• Our kinder complies with relevant policies with respect to the following activities, including policy relating to child safety and wellbeing: ○ Excursions and Service Events ○ NDIS Funded Therapy in Schools For others, see the Policy Folder in the foyer of the kindergarten • For off-site kinder activities and kinder activities engaging a third-party provider, we identify and assess the risks of child abuse that are specific to that activity and ensure appropriate controls are in place. This includes activities such as: - Incursions - Excursions - Allied Health visits	Yes	Excursions and 3rd Party • The kinder conducts a Risk Assessment for all offsite or 3rd party providers and completes a checklist to ensure all appropriate documentation is complete. • This includes ensuring all parties have active WWCC • The ECA provides this information to School Council • Students are never left alone with workers from 3rd party providers. Extra staff attend events and excursions to ensure that ratios are followed, and the students are adequately supervised.	This occurs for each incursion/excursion. Procedure is reviewed and updated annually.
Child Safe Standard 10 – Review of child safety practices						
Risk Title: Review and improvement **Description:** There is a risk that the implementation of the Child Safe Standards is not regularly reviewed and improved **Risk type:** Organisational	• Failure to regularly review child safety policies, procedures and practices (every year - 3 years) or following any significant child safety incident • Failure to use analysis of complaints, concerns and safety incidents to inform possible improvements to child safety policies, procedures and practices • Failure to inform families and communities of the outcome of reviews of child safety policies, procedures and practices	• Child safety policy, procedures and practices may become out of date with any new laws or guidance on good practice, compromising the kinder's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Child safety policy, procedures and practices may no longer meet the needs of the local kinder community compromising the kinder's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Child safety policy, procedures and practices are not improved as a result of analysis of past complaints, concerns and safety incidents, reducing the kinder's ability to protect students from child abuse and to respond appropriately to complaints and concerns. • Physical and psychological harm as a result of child abuse	• A register of the kinder's policies relating to the child safe standards, including approvers and review cycles is used to support staff to maintain and update our policies • Child Safety policies and procedures are reviewed • We determine the causes of child safety incidents and monitor for repeat issues or systemic failures, updating any child safety policy, procedure or practice where gaps or improvements are identified • We have a log of complaints and concerns to allow us to monitor areas for improvement in our child safety policies, procedures and practices. • We inform families through our kinder newsletter when child safety and wellbeing policies are being reviewed and ensure they are invited to provide feedback	Yes	Review • Child Safety Review Steps are included in the whole school/kinder review document with a timeline of policies. • The community is emailed when policies are being updated and they are invited to contribute to the review. • Child Safety is included in the Agenda Items for School council, Leadership, SIT and Team Meetings with ongoing monitoring taking place. • The kinder will follow the DE recommended steps to respond to and document if a complaint or concern is received. In the event of a concern or complaint, this will be received by the Leadership and included in the Risk Assessment – updating controls as needed.	Review – due September of each year.
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	• The policies and procedures do not address all actions and measures required under the Child Safe Standards • The policies and procedures are not informed by best practice models and family and community engagement	• If child safety policy and procedures fail to address all aspects of the Child Safe Standards it will result in gaps in protection of children and increased risk relating to child abuse • If child safety policies and procedures are not effectively documented or are difficult to understand it may result in staff (particularly new staff) being unaware of	• Our suite of child safety and wellbeing policies and procedures address all aspects of the Child Safe Standards • Our staff and relevant volunteers are inducted and trained on our child safety and wellbeing policies, procedures and practices and are supported to implement them • Our kinder leaders and ECT's champion and model our child safety policies, procedures and	Yes	No new controls.	

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* ***Sampe 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?*
are not effectively implemented by staff and volunteers. **Risk type:** Organisational	• 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	their child safety obligations, roles and responsibilities increasing the risk of child abuse • If child safety policies and procedures are not informed by best practice or family and community engagement it may result in compromised ability to protect children from child abuse. • Failure to induct, train and support staff and relevant volunteers on implementation of child safety policies and procedures increases the risk of child abuse • Physical and psychological harm as a result of child abuse	practices and address any performance concerns relating to staff conduct or implementation • Our ECA regularly reviews PROTECT guidance and other relevant policies to ensure our own local child safety policies, procedures and practices are informed by best practice and updated where required.			