

Risk Event or Environment	Existing Management strategies or internal controls	Likelihood of occurring	Consequence
<p>No organisational culture of child safety – lack of leadership, public commitment and frequent messaging</p> <p><b>Risk short description:</b> There is a risk the school does not develop a culture of child safety.</p>	<ul style="list-style-type: none"> <li>• Implement child safety risk management strategy (<a href="#">Child Safety Standard 6, requirement 1, page2</a>)</li> <li>• Adopt and apply risk management procedures to identify, assess, evaluate, treat, monitor, review and report child safety risks (<a href="#">Child Safety Standard 6, requirements 2, 3 &amp; 4, pages 3, 4 &amp; 5</a>)</li> <li>• <a href="#">Child safety policy and statement of commitment.</a></li> <li>• Child safety <a href="#">code of conduct</a>.</li> <li>• Adopt practices as outlined in the VRQA <a href="#">Strategies to embed an organisational culture of child safety</a></li> <li>• Utilise the practices as outlined in the DHHS <a href="#">Good leadership and governance in child safe organisations</a></li> <li>• Implement <a href="#">human resources practices for child safe organisations</a></li> <li>• Appointment of a child safety officer/champion for the school.</li> <li>• Child safety a standard discussion item on School Leadership Team meetings and all staff meetings.</li> <li>• Staff, volunteers, visitors and contractors’ induction regarding the school’s current child safety standards and practices.</li> </ul>	Possible	Severe
<p>Inappropriate behaviour is not reported and addressed</p> <p><b>Risk short description:</b> There is a risk that the school does not report child safety issues</p>	<ul 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>• Reporting protocols developed and implemented.</li> <li>• Sample <a href="#">incident report</a> readily available to all staff.</li> <li>• Child safety standard discussion item on School Leadership Team meetings and all staff meetings.</li> <li>• Performance management procedures</li> </ul>	Unlikely	Severe
<p>False allegations</p> <p><b>Risk short description</b> There is the risk of a false allegation of an incident of child abuse.</p>	<ul 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>• Reporting protocols developed and implemented.</li> <li>• Sample <a href="#">incident report</a> readily available to all staff.</li> <li>• Child safety a standard discussion item on School Leadership Team meetings.</li> <li>• <a href="#">Employee Assistance Program</a> .</li> <li>• <a href="#">Manager Assist</a> telephone advisory service</li> <li>• <a href="#">Legal advice</a></li> </ul>	Possible	Severe
<p>Personal issues</p> <p><b>Risk short description</b> There is the risk of a child safety incident occurring due to unknown personal issues of staff or students</p>	<ul style="list-style-type: none"> <li>• Implement <a href="#">human resources practices for child safe organisations</a></li> <li>• Employ staff management practices as highlighted in the SPAG <a href="#">Workforce Planning</a></li> <li>• Regular staff meetings and Principal 1:1 meetings with staff</li> <li>• <a href="#">Employee Assistance Program</a></li> <li>• <a href="#">Manager Assist</a> telephone advisory service</li> <li>• <a href="#">Conflict Resolution Support Service</a></li> <li>• If required refer to SPAG <a href="#">Complaints, unsatisfactory performance and misconduct</a></li> <li>• Student and young people <a href="#">health, wellbeing and safety</a></li> <li>• Teacher ongoing monitoring and review of student behaviour</li> <li>• <a href="#">School duty of care</a></li> <li>• Adopt <a href="#">child safety risk management strategies</a> as appropriate.</li> <li>• Child safety standard discussion item on School Leadership Team meetings and all staff meetings</li> </ul>	Possible	Severe

inappropriate person	<ul style="list-style-type: none"> <li>• Know <a href="#">Self-Management Schools</a> for recruitment and appointment of staff.</li> <li>• Victorian Institute of Teaching registration</li> </ul>	Possible	Moderate
Engagement with children online	<ul style="list-style-type: none"> <li>• Child safety code of conduct</li> <li>• Strategies developed to embed culture of child safety</li> <li>• eSmart Policy and Accreditation in place</li> <li>• Professional Development of all staff</li> <li>• Social Media Policy in place</li> <li>• Investigate Information Nights for parents</li> <li>• Ensure appropriate settings on all student technologies</li> <li>• School online policy and procedures.</li> <li>• Use of school '<a href="#">Acceptable Use Agreement</a>'.</li> <li>• Use of an internet filter (see <a href="#">School internet management</a> – SPAG).</li> <li>• Appropriate <a href="#">supervision</a> for all online activities.</li> <li>• Response protocols implemented</li> <li>• Ongoing awareness of the school's online policies and procedures.</li> <li>• Ongoing review of control effectiveness and improvements instigated as required.</li> </ul>	Possible	Moderate
<p><b>Risk short description</b> There is the risk of a child safety incident in an online environment</p>			
Unknown people and environments at excursions and camps	<ul style="list-style-type: none"> <li>• Child safety code of conduct</li> <li>• Strategies developed to embed culture of child safety</li> <li>• Clear child safety reporting procedures</li> <li>• Camps and Excursion Procedures and Policies in place including risk assessment</li> <li>• Assessment of new or changed environments for child safety risks</li> <li>• Ensure Code and strategies apply in all school contexts</li> <li>• Team Leader(s) upon arrival at commercial camp sites to conduct briefing with authorities to confirm site arrangements or any updates regarding local conditions.</li> <li>• Team Leader(s) 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: student ratios</a> are observed.</li> <li>• Regular student head counts.</li> <li>• Ensure at least one staff member at the camp or excursion has been trained in <a href="#">what to do when an allegation of child abuse is made</a>.</li> <li>• Ensure access to an <a href="#">incident report</a> is readily available.</li> <li>• Adopt <a href="#">child safety risk management strategies</a> as appropriate.</li> <li>• Appropriate school approvals for excursions/camps including risk assessment</li> </ul>	Unlikely	Moderate
<p><b>Risk short description</b> There is a risk that staff do not consider child safety matters whilst preparing for and/or whilst on excursions and camps.</p>			
Ad-hoc contractors on the premises (eg maintenance)	<ul style="list-style-type: none"> <li>• Child safe environments Information and awareness for visitors, staff, volunteers and contractors</li> <li>• Adequate monitoring</li> <li>• Sign in Procedures</li> <li>• WWC for all visitors and consistent monitoring of those without.</li> </ul>	Unlikely	Moderate
Unknown people on school grounds	<ul style="list-style-type: none"> <li>• Training of all teachers and staff in procedures to approach visitors without the correct name label for VPS.</li> <li>• Doors and gates locked to Building entrances and exits.</li> <li>• All visitors to the school required to wear clear visitors label and be displayed at all times.</li> <li>• Yard Duty Staff to be vigilant at all times.</li> </ul>	possible	moderate
<p><b>Risk short description</b> There is the risk that contractors do not report to reception before commencing</p>			

with children or staring at children, taking images of children	<ul style="list-style-type: none"> <li>Remove all children from harm.</li> <li>Phone the police if an illegal / harmful occurrence has taken place.</li> <li>Follow DET procedures for reporting an incident</li> </ul>		
Students not using designated crossings to cross the road	<ul style="list-style-type: none"> <li>Crossing Supervisor to Inform School</li> <li>Communication with the community via the school newsletter and assembly</li> <li>Speaking directly with the students in the classroom</li> <li>Road safety education for students</li> </ul>	possible	moderate
Student comes to school stating they have been harmed by a family member or another individual	<ul style="list-style-type: none"> <li>Staff trained in Mandatory Reporting Guidelines Yearly</li> <li>Follow the Engagement and Wellbeing Policy</li> <li>Follow the Child Safety Policy</li> <li>Follow reporting procedures at VPS – report to the Child Safety / Wellbeing Officer</li> </ul>	possible	major
Student with special needs is enrolled at the school <ul style="list-style-type: none"> <li>Students with a disability</li> <li>Students with a health issue</li> <li>Students with aggressive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Inform the Child Safety / Wellbeing Officer</li> <li>Depending on the needs of the student the following may occur <ul style="list-style-type: none"> <li>Referral for assessment involving DET Educational Psychologist, DET Speech Therapist and DET Social Worker</li> <li>Permission gained from parents</li> <li>Contact made with previous education provider (if one)</li> <li>Application for funding from DET</li> <li>Application for funding to make buildings accessible for wheelchair</li> </ul> </li> <li>Follow the Engagement and Wellbeing Policy</li> <li>Follow the Child Safety Policy</li> <li>Education of staff in the area of need</li> <li>Access School approved support services, for example OPTIONS and Berry Street to address the behavior and support staff to build their capacity to address the behavior</li> <li>First Aid Officer to train all staff in health issues, where relevant during the start year induction or throughout the year when new staff join the school.</li> </ul>	likely	moderate
Students identifying as a priority group is enrolled at the school. <ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander children</li> <li>Children with disabilities (see above)</li> <li>Cultural and linguistically diverse children</li> <li>Vulnerable children</li> </ul>	<ul style="list-style-type: none"> <li>Inform the Child Safety / Wellbeing Officer / EAL Leader <ul style="list-style-type: none"> <li>recognition that children from cultural diverse backgrounds have the right to special care and support, including Aboriginal and Torres Strait Islander children</li> </ul> </li> <li>Follow the Engagement and Wellbeing Policy</li> <li>Follow the Child Safety Policy</li> <li>Education of staff in the area of need</li> <li>Where possible, school to work with relevant cultural support groups and ensure the confidentiality of the family is maintained.</li> <li>Engage an interpreter when communicating with the student's family.</li> </ul>	Likely	moderate
Student displays at risk behaviours <ul style="list-style-type: none"> <li>Self-harm</li> <li>Depression</li> </ul>	<ul style="list-style-type: none"> <li>Staff trained in Mandatory Reporting Guidelines Yearly</li> <li>Follow the Engagement and Wellbeing Policy</li> <li>Follow the Child Safety Policy</li> <li>Follow reporting procedures at VPS – report to the Child Safety / Wellbeing Officer</li> </ul>	Possible	High

Organised, ready to go, for teachers before, during and after school.

**Risk short description**

There is the risk of a child safety incident when a child is unsupervised including during recreational or other activities

- [Staff: student ratios](#) are observed.
- Visitor and contractor sign-in process, perimeter control (SPAG – [Visitors in Schools](#)).
- Child safety standard discussion item on School Leadership Team meetings and all staff meetings.
- Adopt [child safety risk management strategies](#) as appropriate.
- Regular reminders to staff on this risk during School Leadership Team meetings and all staff meetings.

Students with English as an Additional Language having a language barrier to access the content and empowerment learning experiences in Child Safety.

- EAL Specialist Employed at the school reinforces the Child Safety learning content with the EAL students
- All content to be accessed through the school app with translating services.
- School to provide an interpreter where possible when responding to an incident.

Possible

High

**Risk Short Description**

With a high EAL population, VPS needs to consider the barrier to understanding their rights and knowing what to do when they feel unsafe.