

# Child Safe Standards Risk Register template

Further guidance for completing this template is available on [PROTECT](#).

<b>School name:</b>	<b>ALBERTON PRIMARY SCHOOL</b>	<b>Responsible staff member:</b>	<b>MALISSA NICOL – PRINCIPAL</b>
<b>Date endorsed:</b>	<b>19<sup>TH</sup> SEPTEMBER 2024</b>	<b>Endorsed by:</b>	<b>APS Staff – Nov 2024</b>
<b>Next review date:</b>	19 <sup>th</sup> September 2025	<b>File location:</b>	<b>alberton.ps@education.vic.gov.au</b>

<b>RISK TITLE AND DESCRIPTION</b>	<b>RISK ASSESSMENT</b>		<b>EXISTING CONTROLS</b>	<b>CONTROLS ASSESSMENT</b>	<b>NEW TREATMENTS AND WHO IS RESPONSIBLE?</b>	<b>BY WHEN?</b>
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the <b>consequences</b> for children if the child safety risk happens</i>	<i>Describe the existing <b>child safety and wellbeing controls</b> you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>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?</i>	<i>When will this be done?</i>
<b>Child Safe Standard 1 – Aboriginal cultural safety</b>						
<b>Risk Title:</b> Culturally safe environments  <b>Description:</b> There is a risk to Aboriginal children's safety if the school fails to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and students are respected and valued	<ul style="list-style-type: none"> <li>• Racism, discrimination and bullying not adequately managed and addressed</li> <li>• Ignorance/lack of awareness</li> <li>• Curriculum that doesn't include Aboriginal Australians</li> <li>• An unwelcoming environment for Aboriginal children</li> <li>• Policy development and review is not consultative</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal children experience physical and psychological harm or abuse because the environment is not culturally safe.</li> <li>• Aboriginal children are less likely to trust school staff which may result in them being less likely to report harm or abuse by adults or peers, and make them more vulnerable to harm</li> </ul>	<ul style="list-style-type: none"> <li>• Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented using               <ul style="list-style-type: none"> <li>○ Student Wellbeing and Engagement Policy</li> <li>○ Bullying Prevention Policy</li> <li>○ Inclusion and Diversity Policy</li> </ul> </li> <li>• Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Staff complete regular training in meetings on managing classroom and playground situations.</li> <li>• Agreed practice across the school on managing bullying prevention.</li> <li>• Staff support for vulnerable groups in the school.</li> <li>• Regular updates regarding student management and wellbeing in staff meetings.</li> <li>• All student management situations recorded on Compass and followed up quickly.</li> </ul>	Annually

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<p><b>Risk type:</b> Situational, Organisational</p>		<ul style="list-style-type: none"> <li>Aboriginal children do not feel welcome, safe, respected or valued for their diverse and unique identifies which may result in them being less likely to report harm or abuse by adults or peers and make them more vulnerable to harm</li> </ul>	<ul style="list-style-type: none"> <li>and the Student Wellbeing and Engagement Policy.</li> <li>Staff are aware of the content of all policies.</li> </ul>			

**Child Safe Standard 2 – School leadership, governance and culture**

<p><b>Risk Title:</b> Leadership, governance and culture</p> <p><b>Description:</b> There is a risk to children’s safety if child safety and wellbeing is not embedded in the school’s leadership, governance and culture</p> <p><b>Risk type:</b> Organisational, Propensity</p>	<ul style="list-style-type: none"> <li>Children’s safety is not prioritised</li> <li>Decision-making power is concentrated in one individual</li> <li>Unclear accountabilities</li> <li>Staff and volunteers are unaware of the school’s expectations relating to their conduct and role in supporting child safety and wellbeing</li> <li>Culture of secret keeping</li> <li>Poor management of conflicts of interest</li> <li>Lack of leadership on child safety</li> </ul>	<ul style="list-style-type: none"> <li>Children experience physical harm or abuse because of leadership, governance and cultural failures</li> <li>Children are harmed or abused and it remains undetected or without an appropriate response because the school does not have a culture of child safety and reporting of child safety incidents or concerns</li> <li>Children are harmed or abused because</li> </ul>	<ul style="list-style-type: none"> <li>Our Child Safety and Wellbeing Policy outlines the controls in place to ensure a child safe culture is embedded across the school and is implemented</li> <li>Our Child Safety Code of Conduct is adopted and actively enforced by school leadership. Inconsistent staff, contractor or volunteer conduct is swiftly addressed.</li> <li>Our Child Safety Responding and Reporting Obligations Policy and Procedures</li> </ul>	<p>Yes</p>	<ul style="list-style-type: none"> <li>Regular meetings regarding children’s safety.</li> <li>Staff training in Child Safe policies and practices completed as a calendar event.</li> <li>Review of Risk Register annually</li> </ul>	<p>Fortnightly</p> <p>Annually</p>
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	<ul style="list-style-type: none"> <li>• Poor understanding of the foreseeable risks relating to harm or abuse</li> <li>• Poor recordkeeping and information management practices</li> <li>• Absence of or poor child safety messaging</li> </ul>	<p>staff and volunteer roles and responsibilities to prevent or report harm or abuse are not clearly communicated</p> <ul style="list-style-type: none"> <li>• Harm or abuse continues due to poor practices and understanding of information sharing obligation resulting in staff or volunteers not sharing important information to protect children from harm or abuse or conversely, sharing sensitive information inappropriately contributing to further harm to children.</li> <li>• Poor records and record-keeping limits the ability of new principals to become aware of previous concerning staff behaviour</li> <li>• Poor records and record-keeping practices contribute to</li> </ul>	<p>outlines the actions staff must take to report concerns relating to child safety and our leaders ensure staff are aware of and follow these procedures</p> <ul style="list-style-type: none"> <li>• Our Child Safety and Wellbeing Policy and Code of Conduct are publicly available and promoted in the school community</li> <li>• This risk register is reviewed annually and after any significant child safety incident or concern</li> <li>• Our Volunteers Policy supports volunteers to understand their obligations on information sharing and recordkeeping</li> <li>• PROTECT posters and the Four Critical Actions are displayed around the school</li> <li>• Records management obligations are met through adherence to the <a href="#">Records Management - School Records Policy</a> and all staff and relevant</li> </ul>			

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		delays or failures to identify and respond to child safety risks and incidents, causing obstructions to survivors seeking information about their time at the school and compromising the school's ability to monitor for systemic issues that required changes to policy, procedure or practice.	volunteers understand their obligations on information sharing and record keeping through induction, training and support from leadership.			

**Child Safe Standard 3 – Children are safe, informed and actively participate**

<p><b>Risk Title:</b> Student empowerment</p> <p><b>Description:</b> There is a risk to children's safety if students are not empowered about their rights, able to participate in decisions affecting them or are not taken seriously</p> <p><b>Risk type:</b> Vulnerability</p>	<ul style="list-style-type: none"> <li>• Children don't know how to make a complaint or raise a concern or don't feel confident that they will be listened to</li> <li>• Students don't understand their rights</li> <li>• Student input in decision making is not supported or valued</li> <li>• Student contributions or concerns are not taken seriously</li> </ul>	<ul style="list-style-type: none"> <li>• Children experience harm or abuse due to lack of knowledge and empowerment</li> <li>• Children do not feel supported to participate in decisions that affect them and do not feel like they will be listened to, reducing the likelihood that students will seek help or report harm or abuse</li> <li>• Children are not empowered with</li> </ul>	<ul style="list-style-type: none"> <li>• Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented</li> <li>• Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students</li> <li>• Student Wellbeing and Engagement Policy outlines the controls in place to ensure student</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Display the PROTECT poster in shared areas that are accessible to parents and the community.</li> <li>• Make sure child safety information is easy to read – consider font size, font style, colours used, formatting and visual presentation.</li> <li>• Provide links to the school's child safety policies in the school's Class Dojo posts, newsletters and staff circulars and invite the school community to provide feedback on those policies.</li> <li>• Check that the students, school staff, and members of the school community know who to contact if they have a concern about child safety. Keep this information</li> </ul>	Checked annually
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	<ul style="list-style-type: none"> <li>• Students are not offered sexual abuse prevention education</li> <li>• Students are coerced or silenced by adults at the school</li> <li>• Lack of friendship or peer support</li> <li>• Students with disability or who speak English as an additional language may be unable to access sexual abuse prevention programs, not understand how to raise concerns or not have accessible avenues to do so)</li> </ul>	<p>information about their rights, child safety risks, and sexual abuse prevention, which increases the risk of harm or abuse going unidentified and unspoken</p> <ul style="list-style-type: none"> <li>• Children do not feel confident or empowered to raise a concern and are unwilling to report harm or abuse</li> <li>• Children experience increased vulnerability to harm or abuse due to a lack of friendship or peer support</li> <li>• Children don't feel confident to discuss safety concerns with their peers, making it more likely that harm or abuse will go unidentified and unspoken</li> </ul>	<p>wellbeing is supported and prioritised</p> <ul style="list-style-type: none"> <li>• Students are provided with age-appropriate sexual abuse prevention programs and relevant related information through <a href="#">Resilience, Rights and Respectful Relationships teaching and learning materials</a></li> <li>• Students are educated about their rights through Respectful Relationships lessons and visiting speakers such as Elephant Ed.</li> <li>• Friendship and peer support are promoted through out school values. Wellbeing curriculum based on Respectful Relationships promotes friendship and respect.</li> </ul>		up to date and accessible, and review it regularly.	
<b>Child Safe Standard 4 – Family engagement</b>						
<b>Risk Title:</b> Families and community involvement	<ul style="list-style-type: none"> <li>• Unwelcoming staff</li> <li>• Lack of appreciation of the value of community</li> </ul>	<ul style="list-style-type: none"> <li>• Children experience harm or abuse due to an issue that may</li> </ul>	<ul style="list-style-type: none"> <li>• Our Child Safety and Wellbeing Policy outlines the controls in place to</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Make newsletters and Class Dojo communications inclusive.</li> </ul>	

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<p><b>Description:</b> There is a risk to children’s safety if their families and communities are not informed or involved in promoting child safety and wellbeing</p> <p><b>Risk type:</b> Organisational</p>	<p>consultation and engagement</p> <ul style="list-style-type: none"> <li>The school does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing</li> <li>Lack of staff training, cultural sensitivity or willingness to engage families and communities</li> </ul>	<p>have been resolved if families and communities were engaged in child safety</p> <ul style="list-style-type: none"> <li>Children do not feel safe or able to actively participate in school life (see Child Safe Standard 1 and 3) because child safety and wellbeing practices were developed without input from families, resulting in practices that do not cover all the diverse needs of all students</li> <li>Children are not protected because families and communities are not engaged in child safety at the school and less likely to be able to support the school to reduce risk by keeping an eye out for unsafe behaviours and raising concerns</li> </ul>	<p>engage families and is implemented</p> <ul style="list-style-type: none"> <li>All child safety and wellbeing policies and procedures are publicly available and promoted in the school community</li> <li>Families and the school community are invited to have a say in the development and review of child safety and wellbeing policies, procedures and practices through Alberton Primary School website and newsletters</li> </ul>		<ul style="list-style-type: none"> <li>Select meeting venues that are physically accessible, welcoming and culturally safe.</li> <li>Encourage volunteer positions from families from diverse backgrounds, including people with a disability, Aboriginal people, and those from culturally and linguistically diverse backgrounds.</li> <li>Display the <a href="#">PROTECT poster (PDF, 203KB)</a> in shared areas that are accessible to parents and the community.</li> <li>Provide links to the school’s child safety policies in the school’s social media posts, newsletters and staff circulars and invite the school community to provide feedback on those policies.</li> <li>Check that the students, school staff, and members of the school community know who to contact if they have a concern about child safety. Keep this information up to date and accessible, and review it regularly.</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Children are at increased risk of harm or abuse because families cannot help students identify harm or abuse</li> <li>• Children who want to make a complaint are not supported by their families</li> <li>• Children may be more vulnerable to harm or abuse due to children and their families being groomed by perpetrators seeking to obtain their trust, and families being unaware of the signs of grooming, harm or abuse</li> </ul>				
<b>Child Safe Standard 5 – Equity and diverse needs</b>						
<p><b>Risk Title:</b> Diversity and equity</p> <p><b>Description:</b> There is a risk to children from diverse cohorts and their safety, if equity is not effectively upheld and diverse needs are not</p>	<ul style="list-style-type: none"> <li>• Diverse cohorts have not been identified for targeted support (such as students with disability, students who identify as lesbian, gay, bisexual, trans and gender diverse, intersex, queer and</li> </ul>	<ul style="list-style-type: none"> <li>• Children from diverse cohorts are more vulnerable to harm or abuse because their needs are not respected or accommodated</li> <li>• Children from diverse cohorts do not feel</li> </ul>	<ul style="list-style-type: none"> <li>• Our Child Safety and Wellbeing Policy outlines the controls in place to support equity and diverse needs and is implemented</li> <li>• Our Student Wellbeing and Engagement Policy outlines how the school pays particular attention to</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Communicate that discrimination and bullying are not tolerated – if incidents of bullying or discrimination occur, address the incident in line with school policy.</li> <li>• Let students know they can raise concerns or report incidents that occurred at school and outside the school.</li> <li>• Check in with vulnerable students and their families to confirm their needs are</li> </ul>	

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respected in policy and practice  <b>Risk type:</b> Vulnerability	asexual (LGBTIQA+), students in out of home care, international students and students who are culturally and linguistically diverse) <ul style="list-style-type: none"> <li>• Diverse cohorts not supported adequately</li> <li>• Diverse cohorts feel unwelcome</li> <li>• Lack of staff training on diversity and supporting and responding to vulnerable students</li> <li>• Lack of respectful culture</li> <li>• Incidents of discrimination or humiliation are not effectively addressed and managed</li> </ul>	safe, or are not adequately supported for their diverse and specific needs, experience greater risk of harm or abuse and harm and will be less able or willing to report their concerns <ul style="list-style-type: none"> <li>• Children experience discrimination which increases a child’s vulnerability to harm or abuse and harm and can also mean they are less likely to ask for help or speak up if they have a concern</li> </ul>	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, trans and gender diverse, intersex, queer and asexual (LGBTIQA+) students <ul style="list-style-type: none"> <li>• Child safety information, support and complaints processes are culturally safe, accessible and easy to understand</li> <li>• School documents addressing diversity and equity including:                             <ul style="list-style-type: none"> <li>○ Bullying Prevention Policy</li> <li>○ Inclusion and Diversity Policy</li> </ul> </li> <li>• Our school implements:                             <ul style="list-style-type: none"> <li>○ <a href="#">Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials</a></li> </ul> </li> </ul>		being met. This can occur at pick-up or drop-off, at parent teacher interviews or through informal discussions. <ul style="list-style-type: none"> <li>• Engage genuinely with students. Find out what matters to them, what they know and don’t know about safety, and what they need to be safe and feel safe.</li> <li>• Validate students’ feelings. Students may feel that they have not been listened to or believed in the past.</li> <li>• Offer buddying and mentoring for students who are at risk of social isolation.</li> <li>• Introduced a Friendship Seat</li> <li>• Discuss how students feel about discussing their personal circumstances and respect their wishes.</li> <li>• Respond to family violence in a way that is accessible, culturally responsive, safe, child-centred, inclusive and non-discriminatory.</li> </ul>	



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			<ul style="list-style-type: none"> <li>o <a href="#">Respectful Relationships whole school approach</a></li> </ul>			

**Child Safe Standard 6 – Suitable staff and volunteers**

<p><b>Risk Title:</b> Suitable staff (including contractors engaged by the school in child-related work)</p> <p><b>Description:</b> There is a risk to children’s safety if staff are not suitable to work with children or effectively supported to uphold child safety and wellbeing in practice</p> <p><b>Risk type:</b> Organisational, Propensity</p>	<ul style="list-style-type: none"> <li>• Poor recruitment and pre-employment screening processes</li> <li>• Provision of false information during recruitment</li> <li>• Poor management of conflicts of interest</li> <li>• Insufficient induction on commencement of working at school</li> <li>• Inappropriate behaviour by other adults is not called out due to lack of empowerment or awareness of behaviours of concern</li> <li>• Insufficient promotion of the school’s commitment to child safety</li> <li>• Lack of child safety culture</li> <li>• Insufficient supervision</li> <li>• Performance management does not focus on or address</li> </ul>	<ul style="list-style-type: none"> <li>• Children experience harm or abuse due to unsuitable staff being appointed at the school</li> <li>• Children are harmed because the school does not sufficiently promote its commitment to child safety during recruitment processes, which fails to deter potential predators from seeking employment</li> <li>• Children are harmed because during recruitment, history and behaviours of concern relating to suitability to work with children are not identified</li> <li>• Children are harmed because conflicts of interests in recruiting</li> </ul>	<ul style="list-style-type: none"> <li>• Our Child Safety and Wellbeing Policy outlines the controls in place:                             <ul style="list-style-type: none"> <li>o for child safe recruitment and screening practices for staff.</li> <li>o to ensure staff are provided with an appropriate induction in the school’s child safety policies and practices.</li> <li>o to ensure ongoing supervision and management of staff is focused on child safety and wellbeing</li> </ul> </li> <li>• All actions and strategies outlined in our Child Safety and Wellbeing Policy are implemented</li> </ul>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Provide role descriptions for staff and volunteers to clearly outline their duties and responsibilities regarding supervision, child safety and wellbeing, and diversity and inclusion. This may involve revising existing role descriptions.</li> <li>• Make sure all staff, particularly those with mandatory reporting responsibilities, are aware of the up-to-date processes for making a report.</li> <li>• Provide child safety champion/s with information to support their function relating to child safety, family violence and information sharing.</li> <li>• Put a process in place to check staff and volunteers’ working with children clearance status or equivalent background check on at least an annual basis.</li> <li>• Include child safety in ongoing staff support, supervision and performance management processes.</li> <li>• Declare and manage any potential conflicts of interest, such as family or business relationships or close friendships.</li> <li>• Provide clear avenues for staff to report concerns.</li> </ul>	
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	concerns relating to child safety and wellbeing	<p>staff means child safety is not responded to in an objective manner</p> <ul style="list-style-type: none"> <li>• Children are harmed because staff are not provided with sufficient child safety induction and ongoing child safety training which means staff fail to identify child safety risks and signs of harm, and are unable to respond and report appropriately when they form a reasonable belief that harm has occurred</li> <li>• Children are harmed because the school provides insufficient supervision of teaching practice and performance management for existing staff</li> <li>• Children are harmed because the school takes inadequate steps to address</li> </ul>			<ul style="list-style-type: none"> <li>• Involve staff in reviews when a child safety incident has occurred.</li> </ul>	

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		<p>concerning staff behaviour</p> <ul style="list-style-type: none"> <li>• Children are harmed because staff do not understand their role and responsibilities in promoting and supporting child safety</li> </ul>				
<p><b>Risk Title:</b> Suitable Volunteers</p> <p><b>Description:</b> There is a risk to children's safety if volunteers are not suitable to work with children or effectively supported to uphold child safety and wellbeing in practice</p> <p><b>Risk type:</b> Organisational, Propensity</p>	<ul style="list-style-type: none"> <li>• Screening processes lack sufficient strength to reveal histories and behaviours of concern</li> <li>• Systems, processes, policies and culture do not demonstrate sufficient strength and transparency to deter potential perpetrators from attempting predatory behaviours</li> <li>• Conflict of interest</li> <li>• Lack of child safety culture</li> <li>• Insufficient induction and training</li> <li>• Insufficient supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Children experience harm or abuse due to unsuitable volunteers being appointed at the school</li> <li>• Children are harmed because the school does not sufficiently promote its commitment to child safety, which fails to deter potential predators from volunteering at the school</li> <li>• Children are harmed because volunteers are not provided with sufficient child safety induction which means staff fail to identify child safety risks and signs of harm, and are unable to respond and</li> </ul>	<ul style="list-style-type: none"> <li>• APS Volunteer Policy outlines the controls in place to ensure volunteers are suitable to work with children including screening, induction, and ongoing management and supervision</li> <li>• 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 school staff</li> <li>• Volunteer behaviour that is inconsistent with the school's child safety and wellbeing policies and practices will be addressed by school staff swiftly and with a focus on child safety and wellbeing.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Nominate a child safety champion and support them to facilitate the induction and training programs for staff and volunteers.</li> <li>• Provide induction that covers: <ul style="list-style-type: none"> <li>- the Child Safety and Wellbeing Policy</li> <li>- the Child Safety Code of Conduct</li> <li>- how to contribute to identifying, removing or reducing risks</li> <li>- recordkeeping and information sharing requirements</li> <li>- school values and philosophy</li> <li>- procedures for managing complaints</li> <li>- privacy and reporting protocols.</li> </ul> </li> <li>• Allocate a mentor to new staff for the first 12 months to provide guidance on teaching practices and professional conduct</li> <li>• Train all staff and volunteers as appropriate to their roles, on topics such as: <ul style="list-style-type: none"> <li>- child safety (including family violence)</li> <li>- mandatory reporting</li> <li>- responding to student sexual offending</li> <li>- human rights and the rights of children</li> </ul> </li> </ul>	

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<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the <b>consequences</b> for children if the child safety risk happens</i>	<i>Describe the existing <b>child safety and wellbeing controls</b> you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>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?</i>	<i>When will this be done?</i>
		<p>report appropriately when they form a reasonable belief that harm has occurred</p> <ul style="list-style-type: none"> <li>• Children are harmed because volunteers receive insufficient supervision</li> <li>• Children are harmed because the school takes inadequate steps to address concerning behaviour (for example removing volunteer from duties or otherwise ensuring the volunteer does not demonstrate further behaviours of concern)</li> </ul>			<ul style="list-style-type: none"> <li>- diversity and inclusion</li> <li>- harassment and bullying</li> <li>- cultural safety</li> <li>- privacy and information sharing.</li> <li>• Cover important topics in your child safety training, including: <ul style="list-style-type: none"> <li>- risk factors and signs of harm, including intentional and unintentional harm, physical or emotional harm, bullying or cyberbullying, abuse and neglect</li> <li>- how to identify and respond to child safety risks, especially for vulnerable students</li> <li>- how to facilitate child-friendly ways for students to express their views, participate in decision making and raise concerns</li> <li>- how to engage with families to support student's safety and wellbeing</li> <li>- how to appropriately handle or share sensitive information relating to a child's wellbeing health or safety.</li> </ul> </li> <li>• Deliver regular child safety briefings for all staff, for example through staff meetings, newsletters, year level briefings.</li> <li>• Inform staff and volunteers, as appropriate, of their responsibilities under the information sharing and family violence reforms.</li> </ul>	
<b>Child Safe Standard 7 – Complaints processes</b>						
<b>Risk Title:</b> Complaints processes	• The complaints process is not publicly available	• Children experience harm or abuse because complaints	• Our Complaints Policy outlines the controls in place to ensure students	Yes	A complaints handling policy at APS which: <ul style="list-style-type: none"> <li>• is publicly available and accessible</li> <li>• is child-focused</li> </ul>	

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<p><b>Description:</b> There is a risk to children's safety if processes for complaints and concerns:</p> <ul style="list-style-type: none"> <li>- are not designed to be child focused and cannot be readily accessed, understood and used by children and the school community;</li> <li>- do not provide clear guidance on responding to complaints and concerns, including reporting to relevant authorities.</li> </ul> <p><b>Risk type:</b> Organisational, Vulnerability</p>	<ul style="list-style-type: none"> <li>• Complaints processes are not written in simple plain English</li> <li>• Children, parents and carers do not trust the process, or find the complaints process culturally unsafe or incompatible with their culture or religious practices</li> <li>• Children, parents and carers do not feel supported to make complaints or raise concerns</li> <li>• Children's input in decision making is not valued</li> <li>• Children, parents and carers concerns/complaints are not taken seriously</li> <li>• Staff child safety responding and reporting obligations are not clearly described and communicated</li> <li>• The school's complaints process is not</li> </ul>	<p>processes are not able to be used by children</p> <ul style="list-style-type: none"> <li>• Children and their families do not report behaviours of concern, harm or abuse because the complaints process is inaccessible, culturally unsafe, incompatible or unable to be understood</li> <li>• Children do not feel safe to report behaviours of concern, harm or abuse</li> <li>• Children experience additional harm because the actions in the complaints process are inappropriate or result in insufficient action being taken to protect children</li> <li>• Children experience harm or abuse because safety policies and procedures are not effectively documented or are</li> </ul>	<p>are provided with accessible, culturally safe and easily understood information on raising a complaint or concern</p> <ul style="list-style-type: none"> <li>• Our Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to harm or abuse</li> <li>• The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are publicly available on the school website</li> <li>• The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff</li> <li>• Our Child Safety and Wellbeing Policy sets out all recordkeeping, privacy and information sharing obligations that must be</li> </ul>		<ul style="list-style-type: none"> <li>• is culturally safe and easily understood by the school community</li> <li>• has information about the process for making a complaint about the school or any person within the school</li> <li>• procedures for responding to complaints or concerns relating to child abuse that is:</li> <li>• ensures complaints are taken seriously and responded to promptly and thoroughly</li> <li>• covers all forms of child abuse</li> </ul>	

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	child-friendly or easy to follow	<p>difficult to understand, resulting in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities</p> <ul style="list-style-type: none"> <li>Children are exposed to an increased level of danger due to a person who uses violence in their household (family violence) being made aware of an incident, suspicion or disclosure of harm or abuse being communicated by the school without consideration of safety in the home environment</li> </ul>	<p>met when responding to complaints and concerns.</p> <ul style="list-style-type: none"> <li>All complaints and concerns are managed in accordance with employment law obligations and our school seeks advice from Employee Conduct Branch and Legal Division when dealing with complaints and concerns relating to harm or abuse by a member/former member of staff or school council employee or contractor</li> </ul>			
<b>Child Safe Standard 8 – Child safety knowledge, skills and awareness</b>						
<p><b>Risk Title:</b> Knowledge, skills and awareness</p> <p><b>Description:</b> There is a risk to children's safety if staff and volunteers are not equipped with the knowledge, skills and</p>	<ul style="list-style-type: none"> <li>Child safety and wellbeing training not provided to staff and school council annually</li> <li>Child safety and wellbeing training is not refreshed or updated</li> </ul>	<ul style="list-style-type: none"> <li>Children experience harm or abuse due to staff and volunteers being inadequately equipped with the knowledge and skills to prevent harm or abuse or identify and</li> </ul>	<ul style="list-style-type: none"> <li>Our Child Safety and Wellbeing Policy outlines the controls in place to ensure school council and school staff receive appropriate annual guidance and training on</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Provide child safety training to staff engaged in child-connected work every year. This training should include: <ul style="list-style-type: none"> <li>the Child Safety and Wellbeing Policy and the Child Safety Code of Conduct</li> <li>the procedures for responding to complaints and concerns about child abuse</li> </ul> </li> </ul>	Annual and ongoing

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<p>awareness to keep children and students safe through ongoing education and training</p> <p><b>Risk type:</b> Organisational</p>	<p>where policy, practice or law has changed</p> <ul style="list-style-type: none"> <li>Volunteers are not required to undertake child safety training that is appropriate to the nature of their role</li> <li>Training does not cover all necessary topics</li> <li>Training is poorly facilitated</li> </ul> <p>Also refer to Child Safe Standard 6 risks above</p>	<p>respond to instances of harm or abuse if they occur</p> <ul style="list-style-type: none"> <li>Children experience harm because staff and volunteers do not know how to identify child safety risks including inappropriate behaviour and signs of harm</li> <li>Children experience harm because the school's child safety and wellbeing policies and practices are poorly understood by staff and volunteers</li> <li>Children are exposed to continued harm due to lack of staff knowledge, skills and awareness to stop harm or abuse from occurring</li> </ul>	<p>child safety and is implemented</p> <ul style="list-style-type: none"> <li>Our Volunteers policy provides information on training for volunteers.</li> <li>Volunteers are provided with child safety training that is appropriate to the activity and the volunteer's role.</li> </ul>		<ul style="list-style-type: none"> <li>guidance on recognising indicators of child harm, including harm caused by other children and students</li> <li>guidance on responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm</li> <li>guidance on how to build culturally safe environments for children and students</li> <li>guidance on their information sharing and recordkeeping obligations</li> <li>guidance on how to identify and mitigate child safety and wellbeing risks in the school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities.</li> <li>Support staff to implement the Child Safety and Wellbeing Policy and the Child Safety Code of Conduct where these policies apply to their role and responsibilities.</li> <li>Provide appropriate training and guidance to the members of the governing body every year. This training should include: <ul style="list-style-type: none"> <li>individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse</li> <li>child safety and wellbeing risks in the school</li> <li>the child safety policies, procedures and practices of the school.</li> </ul> </li> </ul>	

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<b>Child Safe Standard 9 – Physical and online environments</b>						
<p><b>Risk Title:</b> School physical environment</p> <p><b>Description:</b> There is a risk to children's safety if the school's physical environment is not safe, or if risks in this environment are not managed or eliminated effectively</p> <p><b>Risk type:</b> Situational</p>	<ul style="list-style-type: none"> <li>• Areas of child safety risk in the school buildings or grounds are not identified, appropriately supervised or managed.</li> <li>• building works are taking place at the school and contractors are present on site during school hours</li> <li>• some learning areas may be more isolated;</li> <li>• visibility to some learning areas may be limited;</li> </ul>	<ul style="list-style-type: none"> <li>• Children experience harm or abuse because the school physical environment is unsafe</li> <li>• Harm or abuse (either by adults or other students) occurs on school grounds or buildings because the school fails to identify and manage areas of risk in the school's physical environment</li> <li>• Children experience harm on school grounds because the school's built environment does not provide for adequate supervision, line of sight or visibility</li> <li>• Children are groomed, harmed or abused by adults connected to the school because the school environment limits supervision or visibility</li> </ul>	<ul style="list-style-type: none"> <li>• Yard Duty and Supervision Policy outlines supervision processes and requirements with a focus on child safety</li> <li>• Yard duty staff are trained to actively patrol the school grounds, paying particular attention to secluded areas that have been identified as high risk including</li> <li>• Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the physical school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• make sure child safety and wellbeing policies, procedures and practices enable school staff and volunteers to identify and mitigate risks without compromising a student's right to privacy, access to information, social connections and learning opportunities.</li> <li>• develop and endorse a policy or statement on online conduct and online safety.</li> <li>• develop procurement policies for facilities and services from third parties that ensure the safety of students.</li> </ul>	Current



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		of staff-student interactions	Child Safety Code of Conduct <ul style="list-style-type: none"> <li>• Visitor and contractor sign-in process and requirement that visitors/contractors wear a lanyard</li> <li>• Regular reminders to staff to approach unaccompanied visitors at the school and monitor the school perimeter</li> <li>• Reduced entry and exit points at the school, with gates and signage that directs all visitors to access the site via the Administration Office</li> <li>• toilets and changing rooms are located in a central area of the school and the entrance and exit has good visibility from other areas of the school</li> <li>• Senior school students must remain at school during study blocks. Attendance is monitored by supervising staff</li> <li>• Secondary students take breaks for lunch and</li> </ul>			

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			recess at different times to primary students • Secondary and primary students use different bathrooms • When works are being completed on the school grounds, works are fenced off and there is no interaction between students and building contractors]			
<p><b>Risk Title:</b> Online environment</p> <p><b>Description:</b> There is a risk to children's safety if the school's online environment is not safe, or if risks in this environment are not managed or eliminated effectively</p> <p><b>Risk type:</b> Situational</p>	<ul style="list-style-type: none"> <li>• Child safety risks in the school's online environment are not identified and appropriately managed.</li> <li>• Students are not provided with education about online risks and appropriate online behaviours.</li> <li>• Online safety measures fail to adapt to emerging technologies and child safety risks</li> <li>• Online communication channels between adults working in the school and students are not monitored or have insufficient safeguards</li> </ul>	<ul style="list-style-type: none"> <li>• Children experience harm or abuse because the school's online environment is unsafe</li> <li>• Children experience harm if policies, procedures and practices fail to identify and manage areas of risk in the school's online environment</li> <li>• Children are groomed online</li> <li>• Children are harmed or abused as a result of undetected grooming</li> <li>• Children are harmed by other students as a</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Learning Policy outlines the controls in place for online conduct and online safety and is implemented</li> <li>• Acceptable Use Agreements are in place and enforced</li> <li>• Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the online school environment without compromising a child or student's right to privacy, access to information, social connections and learning</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• make sure child safety and wellbeing policies, procedures and practices enable school staff and volunteers to identify and mitigate risks without compromising a student's right to privacy, access to information, social connections and learning opportunities.</li> <li>• develop and endorse a policy or statement on online conduct and online safety.</li> <li>• develop procurement policies for facilities and services from third parties that ensure the safety of students.</li> </ul>	CurCrent

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	to prevent inappropriate one to one communication	result of the school environment not providing for adequate boundaries, supervision and oversight of online school activities	opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct <ul style="list-style-type: none"> <li>• Staff undertake a privacy impact assessment for apps and other platforms in use by the school which includes the risk of access to children or personal information by people external to the school.</li> <li>• Our school complies with the department's <a href="#">Cybersafety and Responsible Use of Digital Technologies</a> policy and</li> </ul>			
<p><b>Risk Title:</b> Off-site school activities and use of third-party providers</p> <p><b>Description:</b></p> <p>There is a risk to children's safety if the school's child safety policies, procedures and practices do not adequately address and manage the risk of harm or abuse at school</p>	<ul style="list-style-type: none"> <li>• School staff fail to identify and manage risks of harm or abuse occurring during off-site school activities</li> <li>• School staff fail to identify and manage risks of harm or abuse by third-party providers engaged by the school</li> <li>• School does not consider child safety during procurement processes</li> </ul>	<ul style="list-style-type: none"> <li>• Children experience harm or abuse because the school does not adequately manage safety with third-party providers</li> <li>• Children are harmed because policies, procedures and practices fail to identify and manage areas of risk for off-site school activities and school</li> </ul>	<ul style="list-style-type: none"> <li>• Our school complies with relevant policies with respect to the following activities, including policy relating to child safety and wellbeing: <ul style="list-style-type: none"> <li>○ <a href="#">Excursions</a></li> <li>○ <a href="#">Procurement</a></li> <li>○ <a href="#">School Bus Program</a></li> <li>○ <a href="#">NDIS Funded Therapy in Schools</a></li> </ul> </li> <li>• Our school completes an Excursions Risk Register and Emergency</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• make sure child safety and wellbeing policies, procedures and practices enable school staff and volunteers to identify and mitigate risks without compromising a student's right to privacy, access to information, social connections and learning opportunities.</li> <li>• develop and endorse a policy or statement on online conduct and online safety.</li> <li>• develop procurement policies for facilities and services from third parties that ensure the safety of students.</li> </ul>	Current

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activities off-site and/or school activities involving third party providers.  <b>Risk type:</b> Situational, Organisational, Propensity, Vulnerability	<ul style="list-style-type: none"> <li>School does not consider child safety during procurement processes</li> </ul>	activities that involve third-party providers <ul style="list-style-type: none"> <li>Children experience harm or abuse because they are transported by adults connected with the school in private vehicles without appropriate oversight from school leadership</li> </ul>	Management plan when required under the department's Excursions policy, including for overnight stays, and identifies, records and implements the controls in place to reduce the risk of students being harmed by child safety incidents occurring on the excursion. <ul style="list-style-type: none"> <li>For off-site school activities and school activities engaging a third-party provider, we identify and assess the risks of harm or abuse that are specific to that activity and ensure appropriate controls are in place. This includes activities such as: OSHC, Visiting third party providers of incursions, and guest speakers</li> </ul> <b>Procurement and third parties:</b> <ul style="list-style-type: none"> <li>We require contractors to provide their Working with Children Clearance upon entry to the school.</li> </ul>			

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			<p><b>Work experience and structured workplace learning</b></p> <ul style="list-style-type: none"> <li>• The Department's Work Experience Policy must be adhered to for each Workplace Learning Option prior, during, and following the period of Work Placement.</li> <li>• Information provided to employer about the Child Safe Standards and acceptable and unacceptable behaviours in dealing with students, including the Fact Sheet for Employers: Child Safe Standards and Workplace Learning</li> <li>• Employer provided with a copy of the school's Child Safety Policy and Code of Conduct</li> <li>• Work Experience Coordinator is available as a contact person for the student for the period of the arrangement</li> <li>• Our students have the Work Experience Coordinator's contact</li> </ul>			

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<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the <b>consequences</b> for children if the child safety risk happens</i>	<i>Describe the existing <b>child safety and wellbeing controls</b> you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>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?</i>	<i>When will this be done?</i>
			details to report any incidents <ul style="list-style-type: none"> <li>• Work Experience Coordinator visits or contacts new employers prior to work experience to ensure that an appropriate program is organised for the student</li> <li>• We keep a database of information about work experience placements, including any issues regarding employers</li> </ul>			
<b>Child Safe Standard 10 – Review of child safety practices</b>						
<p><b>Risk Title:</b> Review and improvement</p> <p><b>Description:</b> There is a risk to children's safety if the implementation of the Child Safe Standards is not regularly reviewed and improved</p> <p><b>Risk type:</b> Organisational</p>	<ul style="list-style-type: none"> <li>• Failure to regularly review child safety policies, procedures and practices (every 2 years) or following any significant child safety incident</li> <li>• Failure to use analysis of complaints, concerns and safety incidents to inform possible improvements to child safety policies, procedures and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Children are harmed because safety policy, procedures and practices are out of date with any new laws or guidance on good child safety practice</li> <li>• Children are harmed because child safety policy, procedures and practices no longer meet the needs of the local school community</li> </ul>	Child safety policies, procedures and practices are regularly reviewed and improved: <ul style="list-style-type: none"> <li>• A register of the school's policies relating to the child safe standards, including approvers and review cycles is used to support staff to maintain and update our policies</li> <li>• We determine the causes of child safety incidents and monitor for repeat issues or systemic failures, updating any child</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• review and evaluate their child safety and wellbeing policies, procedures and practices after any significant child safety incident, or at least every 2 years and improve where applicable</li> <li>• analyse complaints, concerns and safety incidents to identify causes and systemic failures and to inform continuous improvement</li> <li>• report on the outcomes of relevant reviews to staff, volunteers, the community, families and students.</li> </ul>	

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the <b>consequences</b> for children if the child safety risk happens</i>	<i>Describe the existing <b>child safety and wellbeing controls</b> you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>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?</i>	<i>When will this be done?</i>
	<ul style="list-style-type: none"> <li>Failure to inform families and communities of the outcome of reviews of child safety policies, procedures and practices</li> </ul>	<ul style="list-style-type: none"> <li>Children are harmed because child safety policy, procedures and practices are not improved as a result of analysis of past complaints, concerns and safety incidents, reducing the school's ability to protect students from harm or abuse and to respond appropriately to complaints and concerns</li> </ul>	<p>safety policy, procedure or practice where gaps or improvements are identified</p> <ul style="list-style-type: none"> <li>We have a log of complaints and concerns to allow us to monitor areas for improvement in our child safety policies, procedures and practices.</li> <li>We inform families through our school's newsletter when child safety and wellbeing policies are being reviewed and ensure they are invited to provide feedback</li> <li>Child Safety is a standing agenda item in staff and school leadership meetings</li> </ul>			
<ul style="list-style-type: none"> <li>Child Safe Standard 11 – Implementation of child safety practices</li> </ul>						
<b>Implementation of Policies and Practices</b>	<ul style="list-style-type: none"> <li>Policies and procedures are developed, but not implemented by school staff</li> <li>Policies and procedures do not address all actions and measures required under the Child Safe Standards</li> </ul>	<ul style="list-style-type: none"> <li>Children experience harm or abuse because child safety policies and procedures are not implemented effectively or at all</li> <li>Children will experience harm</li> </ul>	<ul style="list-style-type: none"> <li>Our suite of child safety and wellbeing policies and procedures address all aspects of the Child Safe Standards</li> <li>Our staff and relevant volunteers are inducted and trained on our child safety and wellbeing</li> </ul>	Yes	<p>To comply with this standard, at minimum, APS will:</p> <ul style="list-style-type: none"> <li>implement practices for a child-safe environment</li> <li>establish policies and procedures that meet all the Child Safe Standards</li> <li>Ensure that Staff, the governing body and volunteers have received training and implement Child Safe Policies.</li> </ul>	Annual

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the <b>consequences</b> for children if the child safety risk happens</i>	<i>Describe the existing <b>child safety and wellbeing controls</b> you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>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?</i>	<i>When will this be done?</i>
	<ul style="list-style-type: none"> <li>• Policies and procedures are not informed by best practice models and family and community engagement</li> <li>• 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</li> <li>• Policies and procedures are difficult to understand</li> <li>• Policies and procedures are not realistic or feasible</li> <li>• Policies and procedures are unsuitable and may cause additional harm or danger to children</li> </ul>	<p>because child safety policies and procedures fail to address all aspects of the Child Safe Standards, result in gaps in protection of children and increased risk of harm or abuse</p> <ul style="list-style-type: none"> <li>• Children are exposed to inappropriate behaviour, groomed, harmed or abused because the school failed to induct, train and support staff and relevant volunteers to implement child safety policies and procedures properly</li> <li>• If child safety policies and procedures are not effectively documented or are difficult to understand it may result in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities</li> </ul>	<p>policies, procedures and practices and are supported to implement them</p> <ul style="list-style-type: none"> <li>• Our school leaders champion and model our child safety policies, procedures and practices and address any performance concerns relating to staff conduct or implementation</li> <li>• Our Child Safety Champion regularly reviews <a href="#">PROTECT guidance</a> and other relevant policies to ensure our own local child safety policies, procedures and practices are informed by best practice and updated where required.</li> </ul>		<ul style="list-style-type: none"> <li>• champion and model the policies and procedures for a child-safe environment</li> <li>• document their policies and procedures and make them easy to understand</li> <li>• make sure their policies and procedures are informed by best practice models and stakeholder consultation.</li> <li>• Make policies readily available through the website and office.</li> <li>• Create a culture of Child Safe Practices in the school community.</li> </ul>	



RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the <b>consequences</b> for children if the child safety risk happens</i>	<i>Describe the existing <b>child safety and wellbeing controls</b> you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>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?</i>	<i>When will this be done?</i>
		<p>increasing the risk of harm or abuse</p> <ul style="list-style-type: none"> <li>• If child safety policies and procedures are not informed by best practice or family and community engagement it may compromise the school's ability to protect children from harm or abuse.</li> </ul>				